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ABSTRACT

This report assesses the current stage of program development in the branch libraries of the Saint Lucia Public Library and Information System (PLIS), based on data collected during September-December 1997 using a branch library questionnaire, site visits, and informal surveys of library users. The vision and philosophical statements used to frame the study are outlined; elements of this vision include personal growth and change, PLIS programs, independent learning skills, literary and cultural appreciation, literature component, leading guidance, organization and administration, staffing, resources, access, and facilities. The next five sections report benchmark data in the following areas, with recommendations on ways the system can move towards the vision: (1) staffing components; (2) collection development; (3) facilities, equipment, and planning; (4) technology; and (5) program assessment. Strategies for implementation are then presented, and the 56 recommendations are summarized, including a listing by stakeholder(s). Highlights of the 21 appendices include: the Saint Lucia mission statement for public library services; the Ministry of Education 1997-98 work plan for library and information services; the branch library and information services survey; a proposal for a reading research project; and suggestions for re-structuring the children's department to youth services. (Contains 39 references.) (MES)

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ED 416 908

ST. LUCIA , WEST INDIES
MINISTRY OF EDUCATION

PUBLIC LIBRARY & INFORMATION SERVICES:

A
Status Report with Recommendations

Compiled by

Gerald R. Brown, Consultant

in collaboration with
Organization for Co-operation in Overseas Development
a unit of the
Canadian International Development Agency
Winnipeg, Manitoba, Canada

December 1997

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ACKNOWLEDGMENTS

Special thanks to all the interviewees who shared their knowledge, experience and understanding to give this concept a vision for St. Lucia.

Special thanks to Mrs. Audreuille Nurse, Librarian-In-Charge, and to the staff of St. Lucia Central Library and Branch Libraries whose assistance and support made this such an exciting and stimulating project.

Appreciation to Marilyn Waterman for her assistance with the graphics.

Thanks to Gene Walters, OCOD Regional Manager in St. Lucia for her wisdom, guidance and patience.

LEARNING IS NATURAL

Children are active participants
in their learning, not passive vessels to be filled.
They are always seeking and choosing what
they will learn and what they will not learn.
Their interest, trust and active involvement are crucial.
Children tend to become personally involved in projects
that appeal to a variety of modalities - reading,
writing, reasoning, building, imagining and creating.
What a gift we give when we respect the child's natural need
to explore, to reflect, to communicate, to dream,
and to celebrate.

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Knowledge is of two kinds: we know the information ourselves, or we know where we can find the information.

- Dr. Samuel Johnson

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1. EXECUTIVE SUMMARY

If the public libraries in this country do not act as the **bridges** between the new electronic information world and the language and history of print, then no one will, and St. Lucians could well risk losing their culture, heritage and education. Public libraries are the ideal vehicle to provide this access and support, and to foster the spread of vital new skills among the population.

This report attempts to assess the **current stage of programme development** in the Branch Libraries of the public library & information system. Using a questionnaire, site visits, observations and existing local data, documentation is provided to show the current status in several areas. Many of the traditional functions are performed respectably well. There are some quite attractive facilities in beautiful settings. There are some creative and energetic librarians working in very limiting environments. In many cases there was not a clear understanding of why functions are performed as they are.

Generally, the **vision** for future development was lacking. Perceptions were lacking in the areas of independent learning skills that would help citizens become life-long learners; literacy skills that would enable people to be come readers; and literary and cultural appreciation skills that would nurture an appreciation of the Arts and engender a creative response to them. Section 4 addresses these component of a Branch public library & information services (PLIS)programme.

Sections 5 - 9 report the **benchmark data** from the system, with recommendations on ways that the system can move towards the vision outlined in Section 4. Many responses and suggestions from the respondents are used to help understand the gradual shift needed to make the current libraries more effective and efficient.

The appointment of **quality staff**, who have demonstrated leadership ability in the school or branch settings, and with appropriate training to enable them to be change agents in the use of resource-based learning and collaborative planning is a top priority. Without staff in advocacy positions in the Ministry, and trained staff in the Branches (and in the schools) to implement the concepts the programme cannot grow. Full time staff is needed in all the Branches, and trained support library assistant or clerical personnel are need to do the organizational work and management activities behind the scenes.

The current **collections** of resources leave much to be desired. Many are dated, worn and unattractive. As new materials are added, they could be lost in the dust. Limited resources are currently being invested in print materials, and even less in audio, visual or electronic media. If the system is interested in developing learning environments to facilitate independent personal growth, money will have to be found to addr4ess this issue. There is little doubt that the staff will make the materials accessible to the public if they are provided, and if stable long term funding is budgetted for regular acquisition.

A consistent **Staff Development Programme** is needed at all levels in the system. Areas have been recommended by the staff, and by analysis from the documentation. Staff participation in the planning, implementation and evaluation of these sessions is an important aspect of their own personal growth. This personnel development programme needs to be linked to, and supported by a consistent and regular staff evaluation programme with appropriate follow-up actions.

There is a distinct need for a detailed **Facilities Review Project** that will look at all the existing sites, consider the direction for future PLIS programming, establish re-design and renovation priorities, and bring forward a phased implementation plan with accompanying budget implications.

With the opportunity to use technology to affect some of the changes recommended, there are some suggestions for adaptation. However, a thorough **Technology Implementation Plan** drafted in collaboration with the Director, the National Library & Information Service and other leaders in the community is imperative. There is too much at stake to have different agencies wandering off in directions which will not provide compatible databases and access for all the citizens of St. Lucia.

Data from the **Programme Assessment** questions identifies areas of strength and need. It sets the framework for steps to move to a new attitude and a new direction for the service.

A series of **thirteen (13) Strategies for Implementation** provide specific suggestions for approaching the **fifty-six (56) Recommendations** that are incubated in each section of the document, are cumulated in Section 11, and are also grouped there by **stakeholders** who could be involved in their implementation.

References are scattered through the various sections of the report to documentation for further investigation in the 39 item bibliography. An extensive series of **21 Appendices** provide background data, proposals for implementation, and reports of the workshops completed as part of this project.

It is recognized that all these recommendations cannot be implemented immediately. Some are short term, others require additional study and documentation, and the third group require careful consideration for staffing and funding. The intention of the document was to provide a vision and a framework for a new view of public libraries and information services in St. Lucia.

2. INTRODUCTION

Some aspect of public library service has been available formally in St. Lucia since about 1923. The main focus for the service has been in Castries at the Central Public Library, and has focused on collection development and materials circulation. Over the years there has been a steady group of readers across the generations.

As funds became available, and as public need was assessed several branch libraries have been developed, with the most recent to open early in 1998 in Ti Rocher. The facilities, resources and staffing in these branch libraries vary considerably. Focus in most of the centres is on materials circulation, with some attention to summer reading and activity programmes.

As this project evolved, it became apparent that the whole area of public library and information services needed to be explored. The philosophical basis for modern service was stimulated as the question "Why" was posed regularly in relation to many traditional functions. As these explorations continued, staff began to realize that there are other forces at play in the education and cultural development equation that needed also to be addressed. Since Public Libraries fall under the direction of the Ministry of Education, it became important to look at the educational component of this service. It was generally agreed that the role of the library is to provide a space of people to learn how to help themselves, how to become independent learners, and how to nurture their own creative instincts.

With these focus points in mind, the study was undertaken. It soon became apparent that the stretch between vision and reality was some distance. However, the staff were generally willing to engage in discussion and exploration of the expanded role for public library & information services. They offered many positive suggestions for things that they could do in their current setting. Frequently they asked for additional training, mentoring and assistance. The case for increased and stable funding was often raised. The mandate of this paper did not include funding issues.

Section 4 of this paper outlines the vision and philosophical statements that were used to frame this study. Material in it is drawn for current and successful programmes in many parts of the world. As St. Lucia moves toward this new vision, the citizens will be empowered to become more creative, more responsive, and to more democratic in their understanding of their place in the global society. Tomorrow's new library and information service will be a key agent in enabling people of all ages to prosper in the information society - helping them acquire the new skills for employment, use information creatively, and improve the qualify of their lives

Readers are invited to use this document to evaluate the benchmarks of current progress, the strategies for development, and the vision for change that can lead and direct future growth and change. All the ideas in this Report cannot be implemented immediately. Many recommendations will take consistent planning, advocacy and leadership, new

budgeting and funding strategies, and consistent training and staff development opportunities. This document is provided as a starting point for new initiatives.

I received the fundamentals of my education in school, but that was not enough. My real education, the superstructure, the details, the true architecture, I got out of the public library. For an impoverished child whose family could not afford to buy books, the library was the open door to wonder and achievement, and I can never be sufficiently grateful that I had the wit to charge through that door and make the most of it. - Isaac Asimov.

3. METHODOLOGY

The Director of Library Services initiated a proposal to OCOD - Organization for Co-operation in Overseas Development to obtain an experienced consultant in school library and information services to come to St. Lucia for an extended period of time. The objective was to follow-up on some reports that have been generated over the past years in specific regions of the country. In addition it was hoped that a thorough review of the secondary school situation would provide some benchmark data for future reference.

When the consultant arrived, it was discovered that the Director of Library Services, Mrs. Naula Williams had moved to another position at the Organization of Eastern Caribbean States as the Documentalist. She retained her capacity as Director, and in this regard was consulted regularly in the project. In her place, the Librarian-in-Charge, Mrs. Audreuille Nurse at the Central Library guided the development of the project, and supervised its activities.

A second shift was introduced at the start to the project, with emphasis being placed on the additional and simultaneous study of the public library system's 15 branch libraries. Since both school and branch libraries are integral to the information services in the communities this was not considered to be a problem. Both types of libraries report to the same Ministry.

The Consultant was advised that there was need for creating an awareness of the direction in which both public librarian and school library and information services have developed and are growing and changing in other countries around the world. In this context it was requested that a series of recommendations be developed for the system generally, as well as for each branch library programmes.

The original proposal requested that the study be done over a six month period. Funding was provided from OCOD to cover the period from 12 September to 15 November. After discussion with the Executive Director of OCOD, the project was extended until 13 December 1997.

A serious and thoughtful review of related library and education documents in St. Lucia was undertaken. This revealed that there was little written officially, except in the files of the Director. Neither school library nor public library and information services were mentioned in other public documents. As a first step in addressing this blank spot, assistance was provided to the Librarian-in-Charge to develop a section for the forthcoming Ministry of Education Annual Work Plan 1997-98 to include school and public library services for the first time. A copy of this document appears in the Appendix 3.

Two questionnaires were prepared to survey separately the secondary school libraries and the branch libraries. The questions used in both surveys were of a parallel nature where possible. The copy of the Branch questionnaire appears in Appendix 5. The reporting on

the School questionnaire was done as a separate report. The Branch questionnaire was vetted with one of the Branch Librarians.

The survey instrument was used to collect the data and to guide the discussion during the subsequent site visit to each Branch. Introductory visits were made to each Branch with Mrs. Nurse, Librarian-in-Charge and Ms Valerie King, Branch Librarian. The scope of the project was discussed with each librarian, the questionnaire was left at the Branch for the staff to collect data, and an appointment for a follow up session (of not less that 1.5 hours) was made in each case.

All Branches were visited at least three times. In some cases, arrangements were made to have additional discussions with staff, to share materials brought from Canada, and to evaluate their current operating systems.

An informal survey was also conducted with citizens randomly selected from those in the library or in close proximity to it at the time, to collect data on how they used the Branch public library regularly, and how many had computers and /or Internet connections. It was not possible to do this survey in all branches. A meeting was held with one group of forty young people related to a church activity to discuss issues that were important to the young adult community. the results of these discussions appear in Appendix 14.

The data was analysed, and recommendations were developed. In some cases recommendations are provided for individual settings. Recommendations were also generated for each of the stake holders including Ministry of Education, Sir Arthur Lewis Community College, St. Lucia Association of Information Resources Services, St. Lucia Teachers Union, and School Principals.

Various aspects of the preliminary report were discussed with Mr. Rufus Kodra, Principal Assistant Secretary, Mr. Gaspard Charlemange, Education Officer, Secondary Schools, Mr. Patrick Felix, Education Officer, Adult Education, and Mr. Paul Sammy, Chief Education Officer.

Copies of the final report have been made available for distribution to the participants and stakeholders.

4. DEFINING A BRANCH LIBRARY & INFORMATION SERVICES PROGRAMME

Recent research in literacy acquisition has clearly shown that reading and writing are developmental processes that begin almost from birth ... Literacy learning, and indeed all learning, occurs on a continuum.

- Hill, p. 235

It is significant that the Public Library Services is a unit within the Ministry of Education, for surely this agency works with all ages in the encouragement and nurturing of genuine life-long learning. From the earliest months of childhood to the nation's most senior of citizens, the library is a vehicle for information, personal growth, enrichment, and enjoyment. It may provide access to ideas that will stimulate the imagination and fill the mind with excitement and challenges to reach personal goals. The Public Library Service is truly an avenue for personal growth and change.

As one looks at the changes in modern society, it is interesting to note the expansion of the concept of the library from a storage place for materials to a new learning site for personal skill development, for access to resources worldwide using the modern technology, and for a place to exchange ideas. Tomorrow's new library and information service will be a key agent in enabling people of all ages to prosper in the information society - helping them acquire the new skills for employment, use information creatively, and improve the quality of their lives. Public Library & Information Services **(PLIS)** will play a central role in the "university for industry", in lifelong learning projects and in support of any individual who undertakes self-development. It has the potential to integrate components of a changing education system, partnering schools, facilitating homework, supporting literacy acquisition, and helping children, students and adults to access and interact with learning resources worldwide.

Tomorrow's new PLIS will continue to make information about every aspect of life available to people, and provide valued leisure and cultural opportunities. As other institutions and services adopt new technologies, it is vital that libraries are at the leading edge of change and maintain their place at the hub of the community.

The new PLIS will enable people to involve themselves more fully with the democratic process. Using the resources, both print and electronic, people will have ready access to local and central government and services. They will be able to access government documents, and will be better prepared to participate in decision-making processes that affect their lives.

PLIS is an enormously powerful agent for change: accountable to and trusted by the people, and integral to education, industry, government and the community. A St. Lucia nation-wide information network made available through the PLIS and implemented on a quality Branch library system, linked with information and communication technology, could

do more to develop skills, attitudes and behaviours among the population - especially the young - than any other measure the government could introduce.

PLIS needs to be re-newed and re-invigorated both through investments in the existing services and staff, and also in the area of technology. They must retain their spaces for books, study, exhibitions and events, but they must also gain new learning spaces - interactive spaces - new uses and new users. With the assistance of technology even the most remote rural library will be able to offer access to the same facilities as the Castries Central Library, providing a means to draw in those people who, through geography or economics, are furthest removed from the opportunities offered by the Information Age.

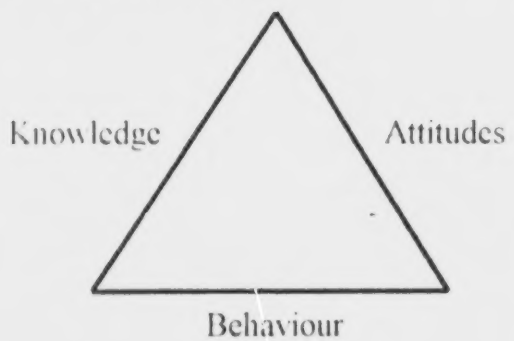
Librarians will add new skills to their current capabilities. They will help citizens learn how to use the resources more effectively. As the technology becomes available, the library staff will be expected to help citizens overcome anxieties about the new world of networked or digitised information, and will assist them to navigate through it.

The development of an information society in St. Lucia through a National Library & Information System (NLIS) will require that the library service itself changes. These new directions will require considerable planning, training, nurturing and patience. One must look forward to exciting and challenging times.

PLIS: A LIFE-LONG LEARNING CENTRE

Public Library & Information Services (PLIS) complement formal education by providing a resource base and a platform for people of all ages to participate in lifelong learning. Helping young people learn how to learn is an essential function of both school and public libraries. Support for children and young people in acquiring basic skills, building their personal knowledge-base, and developing competence in information searching and analysis will complement the formal learning in their place of study.

1. PERSONAL GROWTH AND CHANGE



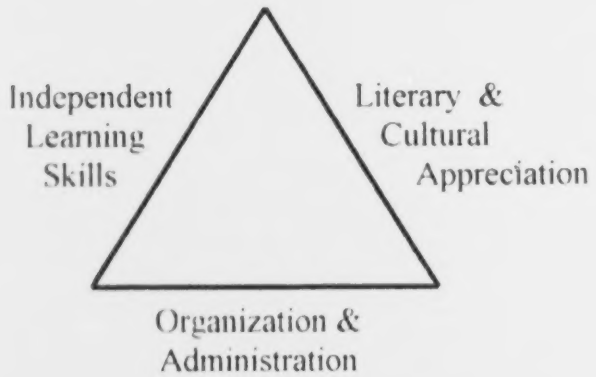
Personal growth and change is characterised by three dimensions. They are:

Knowledge is power - the universal access to information is a hallmark of freedom in a democracy. Knowledge is also discovery and excitement in finding answers for one's own questions.

Attitudinal change comes as an individual acquires knowledge about an idea or issue, and synthesises this information into one's own consciousness. These attitudes then colour the view that one takes of all that surrounds, affects or influences individual decisions and choices.

As knowledge is acquired, and attitudes are tempered, then the most important dimension of an educated individual are demonstrated in the **behaviours** which exhibit the changes wrought by these new formal or informal learnings. With independence in learning skills also comes personal growth and self-confidence. The outward behaviours modelled by all St. Lucian citizens are the hallmarks of the understanding of the knowledge which surrounds them and the attitudes which have come from both their background, life models and training. Hence, the PLIS is ideally positioned to be a major educational force for societal change in St. Lucia as it helps individuals address each of these three dimensions of education.

2. PUBLIC LIBRARY & INFORMATION SERVICES PROGRAMMES



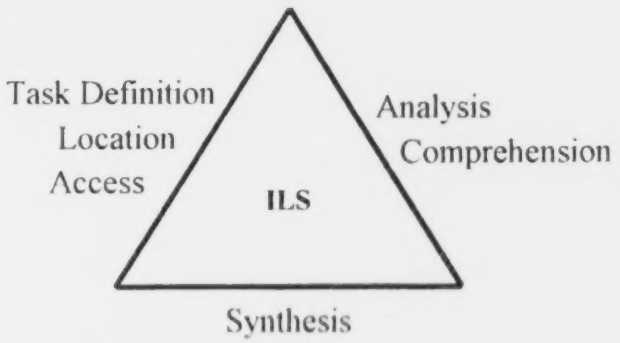
The urge to learn is a distinguishing feature of the human mind. There are skills which allow individuals to become life-long learners. While one expects that these skills may be acquired in the public school systems, the PLIS provides a safe, culturally creative environment for both children and adults to practise these skills.

Literacy is the fundamental stepping stone for all learning. It embodies all the skills needed to read comfortably, to computer with mathematical principles successfully, and to write intelligently. Modern society reminds one that computer literacy is current a special component.

Literary and Cultural Appreciation Skills are the tools that help one understand the world of literature, the Arts, music, and all the creative art forms. It enables on to develop the skills to read, listen, view the Arts; to understand what makes them an Art form, and to nurture the creative response to the Arts. The PLIS and School Libraries are ideally situated to provide training and mentoring in developing and nurturing these appreciation skills.

PLIS must be **organized and administered** in such a ways as to bring the most efficient and effective service to all citizens that can be provided by trained and appropriate staffing; specially collected and accessible resources; attractive and functional facilities; programming that addresses the community needs; and all this supported with a budget that makes it possible for the service to be kept current and responsive.

3. INDEPENDENT LEARNING SKILLS



The staff at PLIS has a major role in helping to develop the individual and **independent learning skills** of each client. This aspect of programming must be done collaboratively with pre-school services, regular school programmes, and post secondary institutions. In addition, response to school drop outs, citizens incarcerated in prisons (or similar institutions), senior citizens and hospitalized citizens is also important.

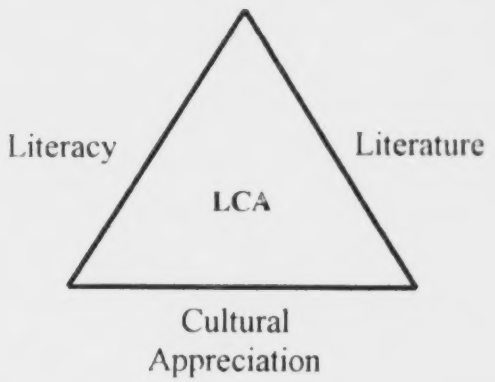
Skill development is cyclical. Fundamental to working with patrons at the Information Desk is clarity of **Task definition** by the client and the library staff. Skills in assisting clients in this aspect will make it much easier to help the clients learn how to **locate** and **access** the resources within the collection, or external to it. Assisting the clients in the use of the tools for finding information, including print and electronic sources involve techniques of guidance and nurturing to help the client become an independent learner.

The library staff also has an opportunity to work with individuals, corporate bodies, and other institutions to help **analyse** the information that appears in the print formats and on the electronic networks. Especially with young children the skills of **comprehension** can be nurtured with the provision of materials appropriate to the ability level and the task at hand.

Ultimately, the final step in any learning process is the personal **synthesis** of the information acquired to affect the individual's knowledge base, attitude, or behaviours.

For many staff at PLIS, to undertake these roles to help clients become independent life-long learners will require additional training for themselves.

4. LITERARY & CULTURAL APPRECIATION



Literacy for all citizens is one of the major goals of the library and informaiton programme. To achieve this goal, the PLIS staff works closely with the Ministry's Adult Education Unit to facilitate the acquisition of appropriate materials, to arrange spaces for learning opportunities, and to encourage users to explore new resources. The role of the PLIS staff will be one of a facilitator for programmes to meet these user needs.

> *My mother and my father were illiterate immigrants from Russia. When I was a child, they were constantly amazed that I could go to a building and take a book on any subject. They couldn't believe this access to knowledge we have here in America. They couldn't believe it was free.*
>
> - Kirk Douglas

Literature in all its many formats is the backbone of the standard library programme. It reflects the culture, it brings the world to the doorstep for people who cannot travel, it models alternative solutions to personal problems. PLIS has an obligation to provide the broadest range of literature possible for all ages and to accompany it with a quality Readers' Advisory service in each Branch.

Cultural appreciation is that dimension of a library programme that allows the citizens to see the life and times of St. Lucia as reflected in its literature, music, dance and the Arts. PLIS has the opportunity to schedule events which allow the Arts to become exposed to all clients through displays, exhibits, performances, and presentations. The use of PLIS facilities for these activities can assist the community to see and additional role for the library in their lives.

The medicine chest of the soul.
[Inscription over the door of the library of Thebes]

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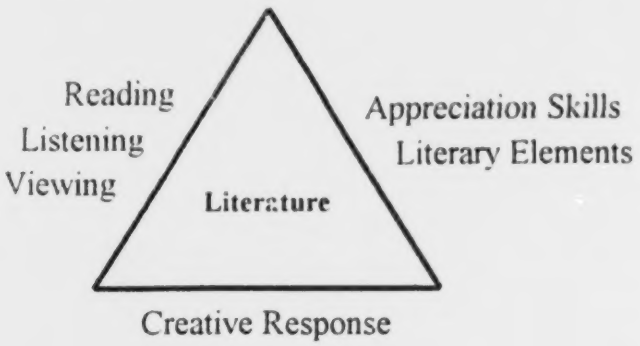
5. LITERATURE COMPONENT



Reading, listening and viewing skills are fundamental to success in life. As these skills are developed in pre-school activities, and in regular education institutions, PLIS has a role in helping the individual practise the skills for one's own enjoyment and edification. Through carefully planned story hours, book discussion groups, exhibits and brochures, PLIS staff can help readers move through such reading stages as beginning, expanding, bridging, fluency, and proficiency to become independent learners.

> *The single most important activity for building the knowledge required for eventual success in reading is reading aloud to children.*
>
> Anderson, p. 23

As learners become more proficient in reading, listening and viewing skills, the PLIS staff can lead them to other levels of **appreciation** of the literature and the Art forms through guided discussion, and interaction with authors and artists. This could involve examination of the various **literary elements, production techniques, or materials design aspects.**

Assisting individuals to bring their own **creative response** to the literature or the Art form
through regular programming is also a dimension of standard library practise. The continuation of summer education programmes, coupled with regular activities will respond to some of these needs. Attention should be provided for the young adult population to involve them in the total literature component of the library programme.

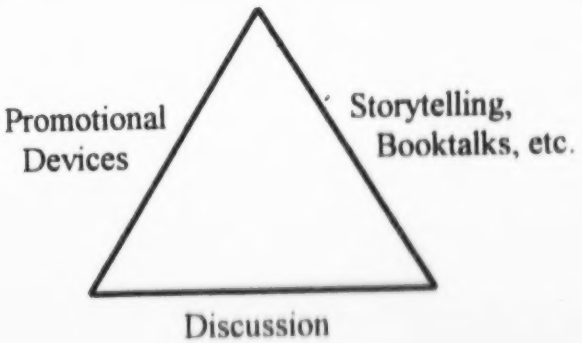
6. READING GUIDANCE

The heart of any good library programme is the kind of activities that are regular occurrences that encourage reading. **Promotional devices** such as bulletin boards, exhibits, contests, and public readings by authors or celebrities are all ways of drawing clients into the library. The provision of sessions to help parents learn how and what to read to their young children is critical in fostering a good reading habit.

Storytelling and **reading aloud** develops the sense of the rhythm of the language. It fosters a love of the sound of well turned phrases, picturesque words, and action in the structure of .

the plot or behaviour of the characters. The opportunity for people of all ages to enjoy quality reading aloud - from young children to senior citizens - should be explored in every library.

Discussion of what is being read, what people have read, and how these passages have affected the reader can broaden perspectives on life and living. The sharing that is involved requires the reader to examine the ideas and to measure their influence on one's personal situation. These discussions can also be organized for other media formats such as live dramas, videos, musical productions, or other Arts forms.



7. ORGANIZATION AND ADMINISTRATION

For the PLIS to operate as a life long learning centre, it is critically apparent that funding must be made available for a stable and continuing basis for staff, resources and facilities. In order to evolve the modern type of library programming, **staff** will need to be trained in the techniques needed to provide these services. A continuing education programme for all levels of staffing is imperative. All staff must seem themselves as "front

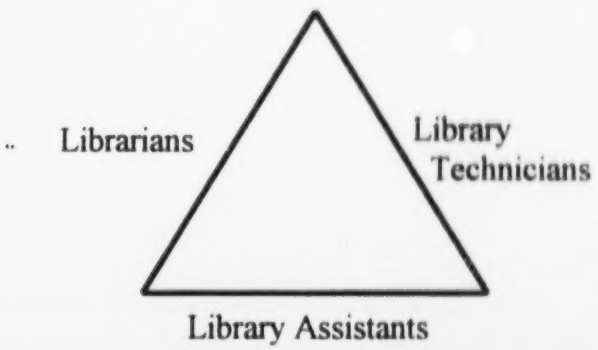
line people" working with the patrons to help them become more independent users of the resources.

As modern technology becomes available, the range of **resources** can be broadened. In the interval, a large print collection reflective of the community needs is most important. Electronic and print media are designed to complement each other.

Facilities which are conducive to quiet reading and study are an important environmental aspect of all good learning. PLIS needs to provide inviting settings, comfortable workspaces, and locations that are readily accessible to all potential clients.

The role of the **Library Board** and such groups as **Friends of the Library** needs also to be examined for their ability to advocate on behalf of the library and information service needs of the citizens,

8. STAFFING



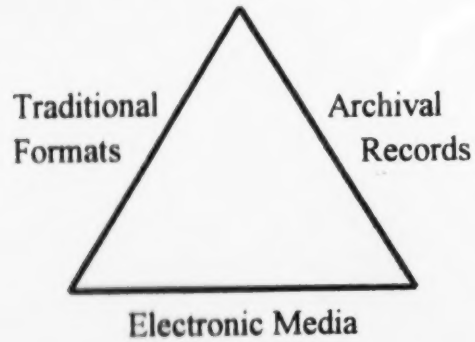
Different levels of **staff** are needed for different services. This includes trained **librarians** who have been trained abroad as well as teacher librarians who are trained at Sir Arthur Lewis Community College. **Library technicians** who have achieved their diploma have unique skills to qualify them to assist patrons, and to train the clients on how to use the resources in different formats. The roles and responsibilities of each level of staffing needs to be clearly defined and understood. Personnel working in Branches need the same training as staff working at Central Library. **Library assistants** have training which enables them to organise the resources and facilities for effective use. All three levels of staff must have the skills to enable them to meet the public easily and comfortably. All levels of PLIS operation needs to be appropriately staffed, with sufficient hands to do the regular work, including outreach to new clients.

9. RESOURCES

Every public library needs a collection of **traditional print materials**. The ready access to new materials draws regular clients. To foster a reading community is one of the goals of PLIS.

Therefore collection development along with the staff and the budget to make this possible, is a priority for Central and all the Branch libraries.

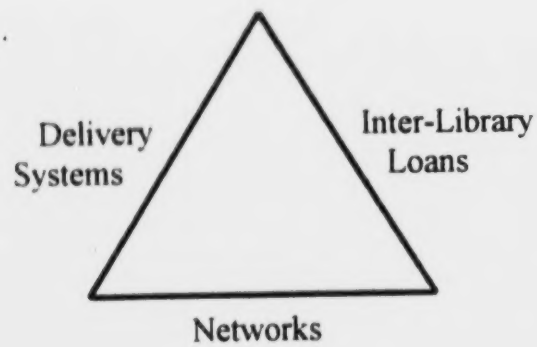
Central Library has a role also in retaining **archival copies** of the literary output of St. Lucia for all citizens to access. Work in this regard needs to be done in collaboration with the National Archives and the National Documentation Centre to ensure that copies are always available for loan to citizens.



The modern **electronic media** will make a major change in access to resources in St. Lucia. The budget to provide the equipment to use CD-ROM, electronic mail, and the Internet must be carefully planned. These new media will make it possible for rural communities which tend to have fewer resources to balance their collection needs. Recreational reading is enormously significant, and facilities such as renewing books by remote access, making requests, and possibly having the books sent directly would be a big improvement in the service.

Networked resources also offer opportunities for adults to follow a personal learning path, whether in support of a career or an individual interest. In partnership with schools, colleges and universities, the PLIS can allow flexibility of study in both time and place.

10. ACCESS



To be able to obtain materials quickly and easily is vital to maintaining an enthusiastic readership. Traditional methods of **circulation** and materials control can be supplemented by automation of some of the processes at Central Library. Maintenance of client files, circulation records, and other statistical material needs to be generated on a regular basis for planning purposes as well as for efficiency of operation.

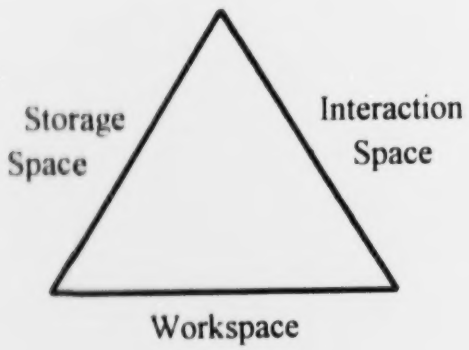
Delivery systems for getting new materials to the Branches quickly are important factors. The ability of the Reference and Information Services Unit to provide answers by telephone, fax, or printed copies quickly directly to the patron or the Branch must be given high priority

Inter-library loan of materials among the Branches and with related institutions is a fruitful way of stretching the library budgets. With new electronic tools it should be possible for Central Library to access the catalogues of other institutions to locate appropriate material, and to request loan for clients. The development of a **unified borrower's card** system would be very helpful in this regard. Central Library could be the government agency that could manage this card system.

Networks are now available on the market to make it possible for all the libraries in St. Lucia to be able to share information about their collections, their programmes, their policies for inter-library loan, and their hours of service. Such networking will make it possible for clients to locate the information much more efficiently, and ultimately save on expenditures for unnecessary duplication of resources in some sectors.

Similarly, as PLIS moves into the electronic field, it will be possible to develop training centres where citizens can learn how to use the Internet and other electronic services. In rural areas, the Branch Libraries could be the sites for the **electronic information nodes** in each of their communities for local and national government information, business information, and world-wide connections.

11. FACILITIES 1



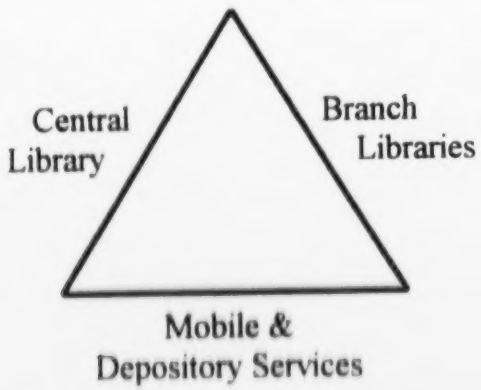
To provide proper library service there is need for adequate space. **Storage** for the growing collections is critical. Clients must be able to see, handle and borrow the materials

To provide proper library service there is need for adequate space. **Storage** for the growing collections is critical. Clients must be able to see, handle and borrow the materials from a comfortable setting. If PLIS is to be more than a warehouse for resources, then space which is attractive and friendly will be needed in all Branches to welcome the clients.

Interaction spaces are needed for the clients to interact with the resources. In some cases this will mean places to read quietly. Or places for discussion of ideas found in materials. And spaces where the technology can be accessed privately, and without the disruption of service to other clients. Storytelling spaces are imperative for small children, while adults can continue to do their reading or personal work. Spaces for discussion groups, presentations, and other larger group activities are important adjuncts.

Workspaces where the staff are able to do the technical operations behind the scenes of the library are necessary. Included here is space with proper desks, typewriter(s), computer(s), telephone, FAX, photocopy services, along with filing and storage facilities. Depending on the degree of programme development, there may also be need for workspaces for clients too, who wish to do computer word processing, graphic design, or database creation.

12. FACILITIES 2



PLIS should consists of the Central Library, the Branch Libraries and the various mobile and depository services. All the comments above under facilities applies here also. **Central Library** is the nerve centre for a changing information service to a changing world. Careful consideration needs to be give to the long range development of the central facility so that it will meet the needs of the community. Re-alignment of some services and spaces to make them more user friendly, and to allow for training spaces could be highly desirable.

Branch libraries or other alternative services need to be considered for population densities which are not currently served. The traditional library is the most common mode. Collaboration with the school libraries in joint use facilities is another option in some areas. An electronic node in a community centre or a regional education office setting may meet other local needs. All these options need to be carefully studied and evaluated. Similarly, service to prisons and other such institutions needs to be examined.

Mobile services may supplement the need for Branches in some communities. The possibility to provide rotating collections on a regular basis may be more appropriate than a static collection, especially if the mobile unit also has some electronic connections to the Central Library.

Depository collections in hospitals, seniors accommodations, abuse shelters, youth hostels, and other similar sites merits investigation. The possibility to change these materials every three months makes them a viable alternative to small Branches with inadequate staffing.

Modern library and information services are premised on the need to provide a life-long learning environment for all citizens of St. Lucia regardless of age, race, or economic condition. As PLIS moves toward these principles, and takes an active role in working with the community to meet local social, cultural and education needs, the modern library services will become accessible.

> *Digital communication in the information society will bring new resources in unprecedented quantity, making available the equivalent of millions of pages of words and pictures. The library as an entry point to the information superhighway will being unprecedented opportunities to learn for leisure, to find out for fun, and to experience the personal fulfillment of discovery.*
>
> New Library: The People's Network. (1997)

5. STAFFING COMPONENTS

5.1 Ministerial Components:

The quality of library service depends on the adequacy of the library staff. Regardless of the size of collection, facilities or budget, the library cannot function as an educational force in the community if the library staff is too small or lacks the special qualifications required for the work.

At this time, in St. Lucia there are a number of vacancies in the library staffing pattern at the central administration level. In order for the national library and information services system to grow to meet the educational needs of the community, it is important to have leadership. This emanates from personnel who are working in the Ministry who have direct responsibility for the total library and information services. They need to have a vision of what can be accomplished, and must have the personal drive to develop strategies that will bring these ideals to practical reality.

5.2 At this time, the position of **Director** is relatively unfilled. The staff member has been transferred to another agency **(OECS)** where the workload requires a full-time commitment. It is critical that this position be filled as soon as possible so that leadership and direction can be exercised for all the units related to this position. In order to have a **National Library and Information System (NLIS),** there must be a leader who will develop the policy, advocate for the funding, and initiate collaborative programmes that meet local needs. An appointment in an acting capacity needs to be made until the Human Resources Unit untangles this situation.

RECOMMENDATION NO. 1

That the position of Director of the National Library and Information System be filled at the earliest possibility with a candidate who can enunciate the vision, develop the policy, advocate for the funding, and initiate collaborative programmes to bring St. Lucia into the information technology era.

Action: Ministry / Human Resources

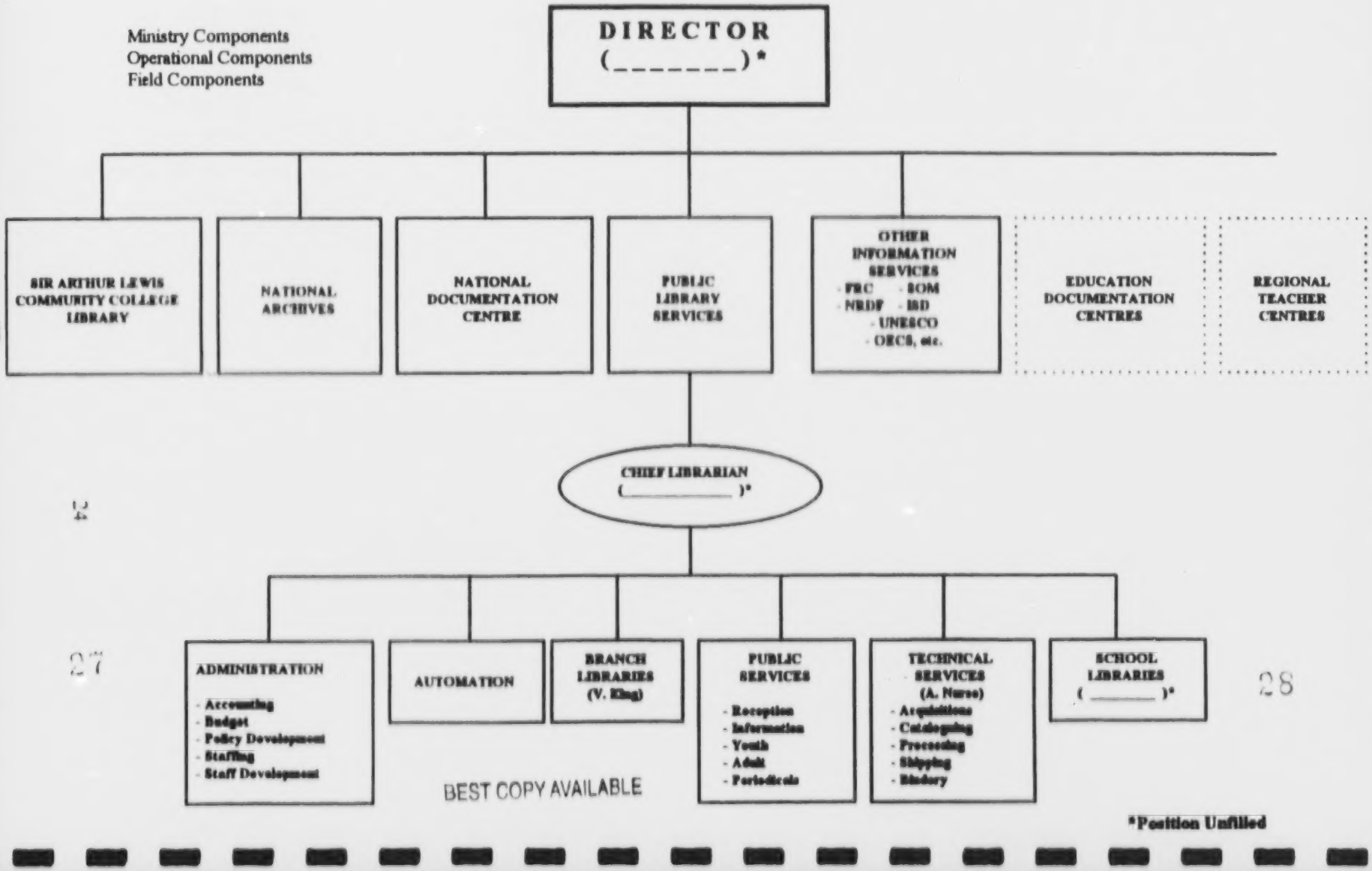
5.3 Unfortunately the position of **Chief Librarian** of the **Public Library Service** has been vacant for some time also. While there was a Director in office, some of the responsibilities of the Chief Librarian were undertaken by that person. However, at this point neither positions have a formally assigned person responsible for these duties. While subordinate staff are undertaking some of the tasks, they have their regular duties to perform. An acting appointment needs to be made by Human Resources Unit so that the work of the office can continue with proper support in the interval. No staff should be expected to undertake the duties of two or more positions simultaneously without proper appointment, proper remuneration and additional support staff.

RECOMMENDATION NO. 2

That the position of Chief Librarian for the Public Library & Information System be filled at the earliest possible date.

Action: Ministry / Human Resources

ST. LUCIA NATIONAL LIBRARY & INFORMATION SERVICES



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5.4 The above chart shows the relationship of these various positions.

5.5 To add to the complexity of the situation, there is no person at this time in the Ministry or the Central Library System who has direct and active responsibility for the development of the school library programme. While the position of **School Library Specialist** has appeared in several memorandum from the Director to the Permanent Secretary, there is no documentation to confirm that such a position has ever been budgetted.

RECOMMENDATION NO .3

That the position of School Library Specialist be created, and filled at the earliest possible date.

Action: Ministry / Human Resources / Chief Librarian

5.6 CENTRAL LIBRARY STAFFING

5.7 Fundamental to the operation of the Central Library and the Branches in the system is the role of the **Chief Librarian,** who provides the leadership in order to:

- establishes the vision, goals and directions;
- advocates with the Ministry in all matters of policy and system development;
- collaborates with professional colleagues to build a strong network;
- ensures that there is adequate and properly trained staff, and
- operates and efficient and effective public service in response to community and professional needs.

This position needs to be recognized in the Civil Service at a level that is appropriate to the responsibility. A draft document appears in Appendix 6 in this regard as presented by SLAIRS.

5.8 In addition to the positions discussed on the previous page, it is important to have a clear chart of the various **line and staff relations** in the Central Library itself. At the present time, the roles blur frequently as various staff move among several jobs. While there are advantages in having several staff who are knowledgeable about the various desks, it is also important to have one person clearly responsible for each desk. In this way the work load on the position can be more clearly assessed, as well as the productivity of the person working the desk.

RECOMMENDATION NO. 4

That the Chief Librarian work with the Public Library & Information Services (PLIS) Administrative Team to develop a clear line and staff relationship chart showing reporting relationships and responsibilities for all employees in the service.

Action: Chief Librarian

5.9 There is need for a revised **Handbook of Operations**.. The process for reviewing this working document would give ample opportunity to examine the changes that will be needed to move the PLIS into a more modern mode. There would be considerable value to have Committees from the various Departments work together to do the first draft of the Handbook procedures.

RECOMMENDATION NO. 5

That a revised Handbook of Operations for the procedures and protocols for the operation of the PLIS be produced, and made available to all staff.
Action: PLIS Administrative Team

5.10 A compilation of the revised **Job Descriptions** for each desk in the Central Library needs to be completed. Individuals working the desk can be asked to compile the list of regular functions on the desk, and the tasks related to these functions can then be noted. Similarly, the work of Committees with short time lines could review the various job descriptions. Working with the Heads of Departments it would be possible to identify overlaps and gaps that need to be addressed.

RECOMMENDATION NO. 6

That the PLIS Administrative Team, working in collaboration with Human Resources Department and the Union will compile an up-to-date Handbook of Job Descriptions for all positions in the system, as part of the Handbook of Operations, and that these should be available to all staff.
Action: PLIS Administrative Team / Human Resources / Union Representative

5.11 As an initial step in the training process, a workshop was held to introduce the total staff to the Mission, Goals, Objectives and Strategies for Action from the 1997 - 98 **Work Plan**. It became apparent during this process, that many of the staff had not experienced this awareness of the total scope of the library service. In order to enable staff to take ownership for a section of the service, it is imperative that they be kept aware of these Work Plans. It would be a beneficial learning experience to have the Heads of Departments participate in the drafting of the 1998-99 document.

RECOMMENDATION NO. 7

That the PLIS Administrative Team produce an Annual Work Plan for the Ministry of Education, which will be used for clarification of programme goals and strategies for implementation, for budget development, and for programme evaluation.
Action: PLIS Administrative Team

5.12 It became apparent that many staff did not understand WHY they were doing a particular task in a particular way. This would imply that the training has been more of a rote nature than of an understanding the philosophy and principles that are related. It is suggested that this aspect needs careful attention in order to bring more of the staff to the **"team approach"**.

5.13 There is need for considerable **staff training and development** needed in the various departments. Some of these topics might be dealt with by SALCC credit courses, others by SLAIRS, but much will need to be done internally. Continuing education programmes need to be developed specifically for the Central Library staff.

Some of the areas needing attention are:

5.13 Staff Training and Development continued

Youth Department (instead of Children's Section)

1. Working with students on problem solving activities
2. Developing thematic units for exhibits, displays, and
   n correlation to school curriculum
3. Doing Reading Guidance with young children
4. Doing Reading Guidance with Young Adults
5. Leading Book Discussion Groups
6. Using Computers in the Youth Department for reference type information
7. Helping Parents to Promote Reading with their Children
8. Working with Pre-School Students and their Parents
9. Designing Individual and Class Tours Materials.
10. Handling Disruptive Behaviours

Adult Services Department

1. Reading Guidance with Adults
2. Book Discussion Techniques to use with Adults
3. Developing Thematic Guides for Adult use
4. Working with Pregnant Teenagers
5. Outreach to the Community
6. Working with Adult Literacy Programmes
7. Developing a Reader's Advisory Service
8. Handling Disruptive Behaviours
9. Readers' Advisory Services

Information Services (formerly Reference Department)

1. Helping a Client Clarify the Question / Task Definition
2. Using Periodicals and Periodical Indexes
3. Using the Computer Index to Help Locate Material Outside the Library
4. Using the Computer Index with Students
5. Teaching Clients To Use Reference Tools
6. Handling Reference Questions over the Phone
7. Doing Follow-up on Reference Queries
8. Designing and Producing Self-Help Guides and Charts
9. Designing Individual and Class Tours Materials
10. Handling Disruptive Behaviours

Periodicals Unit:

1. Using a Computer to Make a Data Base
2. Designing Self Help Guides and Charts
3. Indexing and Storing Ephemeral Materials

It is important that workshops, seminars, or mentoring done in any of the above topics provides time for the individuals to practise the changes that are expected in knowledge, attitudes and behaviour at the session. There also needs to be an expectation that there will be application of the principles learned to the specific position under consideration.

5.14 One section of the Handbook of Operations should be a **Staff Training and Development Plan**, which outlines the various aspects of staff training, the time lines, the scope of content to be covered in each section and the behaviour outcomes expected from the participants.

RECOMMENDATION NO. 8

That PLIS Administrative Team develop an annual Staff Training and Development Plan for the whole system, and where possible in collaboration with other libraries and training agencies as appropriate

Action: Administrative Team / Committee / SLAIRS

5.15 BRANCH LIBRARY STAFFING

The quality of a library programme relates directly to the training and experience of the personnel responsible for the Branch operation. Training can be especially valuable to provide the staff member with a broad philosophical perspective on what library and information services are designed to do in the current age of information technology. In addition, one is expected to evolve a
set of principles of service which will make the Branch Library a life-long learning centre.

Over the years there have been many training courses and workshops offered by Organization for Cooperation in Overseas Development, Us Peace Corps Volunteers, Volunteer Service Overseas personnel, and local professional groups. Each of these has brought a perspective on the service which helped the participants adapt to the local needs.

5.16 The Central Library operates a **staff orientation programme** for individuals new to the system. It is an in-house produced programme, which is based mostly on working at the various tasks under the supervision of the incumbent on the desk. This course does not seem to have formalized documentation, and is gauged according to individual needs and the availability of staff to supervise the trainees. It is very important that all trainees who come through the Central Library orientation programme should leave the programme with a clear understanding of the principles of library services, the elements of a quality library & information services programme, and a sense of the work ethic expected of personnel working the public service.

RECOMMENDATION NO.9

That the PLIS staff orientation programme be formalized and documented, and that there should be clear learning outcomes to be evaluated for each trainee who goes through the programme.

Action: PLIS Administrative Team

5.17 With the inception of the various **library programmes at Sir Arthur Lewis Community College** many years ago, there has become a formalized structure for credits developed. There have been Library Cadet courses, Library Technical Assistant Programmes, and Library Technician Programmes. The curriculum, while not examined in great detail, seems to cover the scope necessary to training support staff various types of libraries in St. Lucia. The fact that local librarians are frequently engaged to do the sessions, or to present special sections ensures a " work face reality" base to both the practical and theoretical courses. The SALCC Library Technician Staff who deliver these courses also carry full workloads at the campus library.

It is understood that there are proposed changes in the presentation of courses in the Library Technician I, II, III, IV programmes so that there will be more course work completed on Saturdays and evenings rather than during the week. This may create some hardship for some Branch Librarians, but candidates are urged to make whatever arrangements are needed to complete their course work.

RECOMMENDATION NO. 10

That the programme for Library Technician I, II, III, IV be reviewed to ensure that it includes components that train students to work effectively in the public library system

Action: SALCC

RECOMMENDATION NO. 11

That a Library Assistants Programme should be initiated to begin the training of persons to work in clerical capacities in support of a Branch Librarian

Action: SALCC

RECOMMENDATION NO. 12

That both the Library Technician programme and the Library Assistants Programme should be taught on a rotating basis so that students can complete the certification in as speedy a period of time as possible.

Action: SALCC

RECOMMENDATION NO. 13

That the College Library Staff will be available to assist with staff development training sessions in schools, with administrators, teachers, school librarians and Branch library staff.

Action: PLIS Administrative Team / SALCC

RECOMMENDATION NO. 14

That the use of internship placements for graduate students from professional schools of Library and Information Studies be investigated to support the growth manpower and training needs at the professional level in St. Lucia.

Action: SALCC

5.18. At present the training for Branch library staff is quite varied. Many staff bring extensive **work experience**, while others are following organized programmes of studies at SALCC.

WORKING EXPERIENCE IN ST. LUCIA LIBRARIES

Number of years working in Library	Number of respondents
20 or more	3
10 to 19 years	6
5 to 9 years	7
less than 5	4 Total = 20

Compiled Nov. 1997

Years of experience working in the Central and Branch Libraries is valuable. It provides a background in the development of the system, and an awareness of the communities in which the services has been provided. It is very important for the library staff to be familiar with the patrons, their background and reading interests if one is to provide a personalized service, and is willing to lead them to become independent learners.

TRAINING BACKGROUND FOR BRANCH STAFF

Kinds of Training	Number of Respondents
Teacher training & experience	8
Central Library Training other than Orientation Programmes	9
SALCC LTA completed	5
SALCC LTA in progress	10
External LTA	1
External Credits	1

Totals do not equal 20 candidates, since several people have pursued more than one type of training.

Compiled Nov 1997

5.19 It is indeed encouraging to see the number of staff with **teachers training** credentials and/or experience who have entered the field. They can bring a background which is valuable in helping adult learners, in their techniques and experiences in working with students, and in their response to early childhood education. While one individual had worked for 34 years in the school system, the average majority of the respondents had worked from 3 to 7 years, and mostly in Primary schools in St. Lucia It is advocated that all current staff be encouraged to pursue this aspect of their own personal continuing education, whether or not they ever wish to teach in the classroom. Courses in the Teacher Education Division in such areas as: Educational Psychology, Child Growth and Development, Teaching Methodologies, Working with Children with Special Needs, contain information, techniques and skills which transfer immediately to the Branch Library programme needs.

5.20 No respondents indicated that they had additional studies towards **Associate Degrees** in any other disciplines. SLAIRS might be well advised to offer this suggestion during their Education Fairs for individuals who might be encouraged to pursue Librarianship as a career.

5.21 Five (5) individuals indicated that they have completed the SALCC programme. These individuals are encouraged to keep in touch with **continuing education developments** in the profession, especially in the areas of computers and automation, which may not necessarily have been a major part of their previous training.

5.22 The ten (10) respondents who indicated that they are in progress towards a SALCC **Library Technicians Diploma** are heartily encouraged to continue their studies with all possible speed, and to explore the courses in as great a depth as possible to enable themselves to provide the most modern and practical library service needed in their communities. Since all are currently employed, it makes it even more advantageous to work on practical and realistic problems which need attention during the course work. Likewise the Instructors are urged to capitalize on the field experience to enrich the courses and deal with issues that are germane to St. Lucia and the various communities.

5.23 Two individuals indicated that they had taken **studies abroad**. One is a graduate for the Library Technician programme at Excelsior Community College in Jamaica which is highly regarded for its standards of excellence. The other respondent indicated that British Guild course and examinations had been pursued.

5.24 It is serious to note that there are no Branch Libraries who have studied for the professional **Library Science Degree** abroad. There is a need for this level of expertise in the larger branch libraries, and the Chief Librarian might be well advised to encourage promising individuals to apply for grants or scholarships to study abroad. It is noted that there is one such graduate currently work in an administrative position in a secondary school at this time. Her expertise could be valuable to the group both as a professional librarian and also in developing advocacy programmes for use with school administrators.

5.25 It is understood that there is at least one individual in the community who has graduated with a degree in the field of Information Technology. SLAIRS and the Central Library staff might do well to capitalize on his expertise as well.

5.26 The system is to be commended in the appointment of Ms. Valerie King as the **Head of Branch Library Services** working out of the Central Library. Ms. King is a graduate from University of West Indies and is a professional librarian. She will be able to bring her skills, knowledge and expertise to play as programmes are developed both centrally and for the branch libraries and their staff. It is important to note that Ms King is currently the only qualified professional librarian working in the library system.

RECOMMENDATION NO. 15

That the Ministry consider provision of grants and scholarships to encourage leadership quality candidates to pursue studies in graduate professional schools of Library and Information Studies off island.
Action: Ministry / Human Resources / Chief Librarian / Director, NLIS

5.27 The place of **cleaners** should not be overlooked in the management of the library. It is important to have the building environment clean, fresh smelling and pleasant for the patrons. Supervision of the work should be delegates to the Branch Librarian, and the processes and product should be evaluated regularly.

5.28 The use of **student assistants as volunteers** or on work-experience programmes was only mentioned by two Branch Librarians, and in both cases the students were from the Primary school level. There is an opportunity to provide a significant learning experience for students of different age groups to volunteer in the library.

1. They can develop a sense of their participation in their community as they volunteer in a public service sector.
2. Observation of a workplace first hand can give the students an inside view of what the profession is, and whether there is a vocational option for them on any of the many career ladders in library & information services.
3. Opportunity to practise independent learning skills on-the-job is valuable.
4. Being on site when the new materials are delivered and prepared for the users may give the student assistants an option to be first borrowers.
5. In some schools, work placement programmes are accompanied with class credit.

5.29 In order for a **student assistant programme** to work effectively, the Branch Librarian must have a clear perception of which of the above learning opportunities can be accomplished with the individual, and in the time available.

1. A system of recruitment and selection of student assistants needs to be developed.
2. A schedule of orientation, and of training is needed.
3. Specific tasks need to be discussed, techniques demonstrated and explained, and practised to make sure the student understands the process.

more >

5.29 Student Assistant Programme continued

4. Tasks need to be prioritized so that the student knows what needs to be done first. Students need to be supervised in the same way that any other worker in the library is supervised. Appropriate feedback needs to be given.
6. Recognition for service needs to be made publicly.

Many hands do make light work. When the hands are trained, the quality of the finished project is invariably more acceptable. Student assistants can be great advocates for the library programme with their peers and teachers. They can also provide "alert" signals to the library staff when assignments have been give, and the library staff have not be notified in advance.

5.30 In the case of **adult volunteers** being used in the library, indications were received from Anse La Raye, Micoud, Monchy and Soufriere that this was happening. None of the above indicated that they had a systematic and regular programme to involve the adults of the community in this aspect. Samples of the kinds of volunteer service were:

- One Peace Corps Volunteer who read regularly on Saturdays with the groups.
- A Nun carried out a remedial reading programme with a small group of students
- An unemployed adult assists with circulation duties from time to time
- A senior citizen comes regularly to mend and repair books

All of the learning experiences for students noted above could apply equally well for adult **volunteers.** Likewise most of the stages in training and operation noted above apply here too. It is most important to have workers who are willing to come on a regular basis. If aspects of programme are built around a volunteer, and that person cannot show up, they the activity is in jeopardy. The kinds of tasks which the volunteers can do relates to their unique skills. Not all volunteers should be expected to do the same tasks, nor to do them all the time. They need to learn new skills if they are interested in doing so. Some of the tasks that adult volunteers could do regularly include:

- Regular reading aloud programme with young children
- Maintenance of the information file / vertical file by doing clipping, and labelling of materials identified by the Branch librarian
- Book repair and maintenance
- Shelf reading to keep materials in good order, including the regular upgrading of the spine labels to make them readable and usable
- Assisting with displays and exhibits
- Assisting with circulation, statistics keeping, and inventory procedures

[See also a project proposals in Appendix 19 -20]

RECOMMENDATION NO. 16

That student volunteer assistants and adult volunteers be recruited and trained to work in Branch and Central Library settings to supplement the current staff
Action: PLIS Administrative Team / Head, Branch Libraries

5.31 The **hours of staffing** provide to the communities ranges from 90 hours per week to 27.5 hours as reported by the respondents. There is no clear statement of policy as to why the hours are as assigned. Similarly there is no correlation between the number of hours and the size of the library, the size of the collection, the population served or the resulting circulation.

The following chart shows the variations. It is accepted that the population figures might vary according to interpretation of the Census, since some Branch Libraries are considered to serve a region, while others are community based.

HOURS OF SERVICE

Library	Hours of Service	Population 1991 Census	Circulation Sept 1997
Babonneau	91	3,188	2623
Vieux Fort	86	13,140	334*
Micoud	80	15,088	u/a *
Soufriere	80	7,683	793
Derrisseaux	60	3, 936	1130
Dennery	43.5	11,168	u/a *
Monchy	42.5	1,717	1065
Gros Islet	36.5	13,505	151
Anse La Raye	33	5,035	900
Marchand	30	2,821	207
Laborie	28.5	7,491	93
Roblot	28.5	725	120
Mongouge	28	1,437	u/a *
Choiseul	28	6,405	292
Canaries	27.5	1,799	u/a *

Compiled Nov 1997

5.32 A random analysis of the **hours-of-opening** in relation to the population and the circulation figures bear out the contention of branch librarians that branches serving similar populations numbers and with more opening hours do not necessarily have higher circulation rates. There are cases where circulation rates are higher in branches with fewer people in the community and with fewer hours-of-opening.

5.33 **Circulation** has a great deal to do with the rates at which people use the library, the number of people that use the library, and the hours-of-opening that make it convenient to users. To increase circulation would mean a greater concentration of effort on marketing library and information services in a community in order to motivate greater use of the materials , and to ensure the hours-of-opening are convenient to library users and potential library users.

5.34 In this regard then it is important to examine the percentage of the available population that are **registered library users** in each Branch. Many respondents indicated that they had a continuous registration process, and that once patrons had registered (regardless of age) they were continued as a member. As children matured, their cards were moved to Young Adult borrower privileges, and later to Adult privileges. There could be some questioning of the validity of the registration process in this regard. However, it should be noted from the following data that there are only three (3) branches that have forty (40) or more percentage of the potential client base registered as members. The median number in this percentage range is twenty-five (25) percent.
This is a very small percentage of the population, considering that many of the school classes in the area are totally registered. In most libraries there is a very small adult readership. Figures were not available to confirm this perception as expressed by the respondents.

RECOMMENDATION NO. 17

That there be a plan of action developed to recruit and register a significantly higher percentage of the potential library users.
Action: PLIS Administrative Team

BRANCH LIBRARY DEMOGRAPHICS

Library Hours of	Census 1991	Registrations Fall 1997	Percentage Registrations of Census	Holdings as of Dec 96	Circulation Month of Sept. 97	Service per week
Anse La Raye	5035	99	.02 %	2,885	900	33
Babonneau	3188	1485	47 %	4,435	2623	91
Canaries	1799	466	26 %	1,750	u/a *	7.5
Choiseul	6405	900	14 %	2,567	292	28
Dennery	11,168	u/a*	u/a	3,747	u/a	43.5
Derrisseaux	3,936	900	23 %	1,510	1130	60
Gros Islet	13,505	1979	15 %	4,735	151	36.5
Laborie	7,491	575	8 %	3,081	93	28.5
Marchand	2,821	699	15 %	2,788	207	30
Micoud	15,088	650	4 %	3,894	u/a *	80
Monchy	1,717	702	40 %	3,270	1,065	42.5
Mongouge	1,437	312	22 %	1,660	u/a	28
Roblot	725	200	28 %	742	120	28.5
Soufriere	7,683	1927	25 %	7,049	793	80
Vieux Fort	13,140	7,000	53 %	5,770	334 **	86

Branches total: 95,138

* u/a - Information not available from Librarian at time of the study

Castries: Metropolitan 1,991 Suburbs 11,856 Rural 38,856
Castries total: 51,994

Whole Island: 133,308

Compiled 22 Nov 1997

5.35 If library & information services are to play a leading role in St. Lucian society, there is a major challenge before the Branch Library staff to get the **recruitment** message out to the adult population. Only when they find that there are tools and resources in the library that will benefit them personally, that can be useful in the personal or potential business, or that can provide a recreation outlet for them as independent learners, will the library programme become relevant to them.

> *The man who does not read good books has no advantages over the man who can't read them. - Mark Twain.*

5.36 As **staff training** addresses this issue, and as Branch staff involve the **community in decision making** about the directions for the library & information services programme in their community there is the potential for growth and change. In talking randomly with many citizens on the street while waiting for meetings or interviews, most of the citizens recognized that there was a library in town, but few of the adults had even visited it. Even fewer had any idea of the kinds of resources that could be available in or through it to help them personally. Most believed that the library could be useful to their children or grandchildren; few understood that it was there for them too.

As the percentage for registrants rise, and as the circulation begins to reflect the use by the community, then central administration can advocate for more resources and expanded facilities to meet the needs. Local **ownership** for the library & information services programme will build interest and involvement.

5.37 The role of a **Friends of the Library Group** in support of each Branch Library could be a valuable source of community involvement. This group of local community and business volunteers who desire to support and assist the library achieve its mission and goals can be involved in many ways. Some activities could include advocacy, publicity, volunteer work and also fundraising. A small group of dedicated supporters can be a strong support to the library staff in drawing attention to the library programme, and in getting people to come to use it.

RECOMMENDATION NO. 18

That a Friends of the Library Group be initiated in at least two (2) communities to serve as models for the role that this group can play as advocates for improved library services.

Action: LIS Administrative Team / Branch Librarians

5.38 **A Staff Development Programme** as outlined under the Central Library Staffing section is also needed for all Branch Library personnel. This needs to be a regular and systematic series of workshops, seminars, work exchanges and mentoring opportunities.

A **Committee** made up of Branch Librarians working in collaboration with the Head of Branch Libraries should develop an annual plan for sessions to be held at least once every two months for all staff.

Location for some of the sessions should be at the Central Library; others should be rotated through the Branch Libraries, and still others should be held at related institutions such as SALCC, other special or NGO libraries, computer support and training agencies, etc.

The Committee should be charged with **programme design and implementation**, and as part of this process the people working on the Committee should receive leadership and adult education coaching.

Funding to provide resource personnel, equipment and supplies to run the sessions, and similar expenses should be annually budgetted.

Some of the **topics** listed under the Central Library proposal apply to Branches also. However, feedback from the respondents indicated a desire to have assistance with the following topics. Obviously this list needs to be prioritized. It would be unwise to attempt to cover too many topics in any one year. It is not necessary that all staff need to participate in all the sessions. In fact, voluntary participation will bring the most positive rewards. At the same time, staff who do not participate need to be monitored to see that the development of library & information services programmes in their libraries are keeping pace with the changes in the system.

- Collaborative teamwork, and working as a team
- Time management
- Perception and communication skills
- Dealing with conflict
- Group process roles
- System goals and strategies related to Branch operations
- Writing funding proposals
- Developing local information files
- Recruiting, training and working with volunteers
- Public relations and publicity
- Developing relations with school personnel
- Working with the local business community
- Dealing with discipline issues in the library
- Initiating young adults discussion groups
- Displays, exhibits and promotional materials on a limited budget
- Computer applications in the rural library
- Computer networks
- Building adult reading and discussion groups
- Methods of keeping programme related statistics
- Working with a Friends of the Library Group
- Writing materials for the press and the media

The need to have regular formal and informal **feedback** on the effectiveness of the sessions is emphasized. The role of the Head of Branch Services as a mentor and leader in the tasks related to this staff development programme is noted.

RECOMMENDATION NO. 19

That a staff development and training programme for Branch Library staff be included in the Central Library plan, and that there be a representative committee of Branch Librarians to work on the design, implementation, presentation and evaluation of the sessions.

Action: Head, Branch Libraries / Branch Librarians

5.39 The current **staff evaluation** process needs to be re-examined. It is suggested that the following factors need to be clarified with the **Human Resources Section of the Ministry** and with the Civil Service Agency. These steps need to be done in order to use the "Performance Appraisal Form" to greatest advantage for all concerned.

1. Clear job descriptions for all personnel working in the Branches.
2. Differentiation between the roles and responsibilities for library technicians and library assistants.
3. Behaviour expectations against which employees will be assessed need to be stated for each aspect of the job description
4. Reporting responsibilities for each employee need to be identified
5. Supervisory responsibility for each employee needs to be clearly stated.
6. Timeframes for the sequence of evaluations needs to be stated
7. Methods of evaluation need to be stated.
8. Outcomes for failure to meet the expectation levels need to be stated
9. Methods for remedying inappropriate behaviour or outcomes needs to be suggested
10. Responsibility for follow-up action on all reports should be clearly noted.
11. Methods of rewarding exemplary behaviour and work outcomes should be made know in advance.

From observation at both the Central Library and some Branch Libraries there are clearly cases of inappropriate work behaviour, flagrant ignoring of work schedules, and disregard for standardised procedures. There is evidence that some of these deficiencies have been clearly documented on several successive occasions. However, there appears to be little action taken to **counsel, retrain or discipline** the offenders. [Some employees demonstrate an attitude that the agency should be satisfied that they showed up for work, let alone be expected to put in a full work schedule.]

There are many factors that cause workers to develop a negative attitude to their job. It is however, the responsibility of the leaders - Chief Librarian, Supervisors, Department Heads - to work with the employees to give them a sense of responsibility for the position they hold, and to attempt to get them to become "team members". The leaders in this context must be **models** for the staff in their work ethic, speech and behaviour. If additional training is needed for the leaders in this regard, it should be addressed as soon as possible.

It is important to hasten to add here, that there are many fine workers doing an outstanding service in the current library system. Many are anxious to learn and keep pace with modern changes. Many have taken the ideas shared in the workshops outlined in the appendices of this report and have begun applying the concepts and practises within the duration of this study. They are to be commended and encouraged for their efforts and enthusiasm.

The cooperation of Mrs. Nurse, Librarian-in-Charge, and Ms King has been exemplary. They have worked tirelessly to support the staff and to respond to the suggestions constructively and in a practical manner. These two employees need to be recognized for their commitment to St. Lucian libraries. They need assistance and support from the Ministry, a new Chief Librarian and a School Library Specialist to help them lead the programme in new directions.

RECOMMENDATION NO. 20

That the processes and procedures for staff performance evaluation for all library & information services staff be re-examined, that the procedures be made known to all staff, and that appropriate counselling, re-training, and discipline be applied where performance is not up to acceptable standard; and that a system of rewards be considered for staff who are performing exemplary service.

Action: Human Resources / Administrative Team / Union

6. COLLECTION DEVELOPMENT

6.1 One of the most important aspects of any library & information services programme is **access to resources**. The scope of this project did not include an in-depth assessment of the current holdings of the Central Library. However, suffice it to say, there is a dire need for more materials in both print and electronic formats. There is an obvious need for more materials in the young adult category in order for programming to begin with this important age group. It is suggested that there is need for

- user survey to assess the adequacy of the collection, and to determine patron needs
- an assessment of the condition of the current stocks
- a repair and weeding programme to be done on a regular and consistent basis, especially in advance of the automation programme
- an evaluation of the reference materials to determine which are no longer relevant and need to be replaced, and which new areas need to be addressed through both print and modern technology
- consideration of promotional strategies to develop patron awareness of the resources currently on hand
- contact with the business and cultural communities to see what materials they might be able to assist in providing to the Central Library.

These above tasks need to be organized and undertaken by the Chief Librarian and the current staff at the earliest opportunity.

Information from the respondents in the Branch Libraries regarding the collections was extremely varied. Access to statistics about their collections was very difficult. In many cases, the staff had no idea about the size of their holdings, and were only able to provide rough estimates. In many cases the estimates are generous in the view of the researcher.

6.2 Comparison of the **size of collection** with the potential population to be served causes some serious concern in the Branches. Couple this with the percentage of registrants from the potential clients, and cross reference this with the monthly circulation causes some distress in some Branches. It is accepted that choosing one month to measure the circulation may not be sufficient to give a picture of the total operation. [However, one should also note that some libraries were not able to provide accurate information for even one month.]

Ranked according to the figures for collection provided by the Branch Librarians, the following is the distribution.

COMPARISON OF COLLECTIONS AND POPULATION BY BRANCH

LIBRARY	COLLECTION	POPULATION (CENSUS 1991)	CIRCULATION SEPT. 1997 (Sample)
Soufriere	7,049	7,683	793
Vieux Fort	5,770	13,140	334 *
Gros Islet	4,735	13, 505	151
Babonneau	4,435	3,188	2,623
Micoud	3,894	15,088	u/a **
Dennery	3,747	11,168	u/a **
Monchy	3,270	1,717	1,065
Laborie	3,081	7,491	93
Anse La Raye	2,885	5,035	900
Marchand	2,788	2,821	207
Choiseul	2,567	6,405	292
Canaries	1,750	1,799	u/a **
Mongouge	1,660	1,437	u/a **
Derrisseaux	1,510	3,936	1,130
Roblot	742	725	120
Total:	49, 883	Total: 95,138	

* Vieux Fort had recently suffered severe water damage from a defective roof, so collection and circulation both suffered.

** Information was not available at the time of the study.

Compiled Nov. 1997

6.3 The issue of **shortage** of materials in the Branches must be addressed. From the above chart, one may note immediately that the total figures show an average of .52 of a book per population across the region. In some of the smaller branches, the ratio of at least one book per resident is achieved.

Branches such as Vieux Fort, Gros Islet, Micoud, Dennery, Laborie, and Choiseul are significantly below acceptable level for **standard** public library service. In all the above cases, if the proper collection were in place, the facilities would be too small. Special attention must be given immediately to Gros Islet and Laborie in this regard.

RECOMMENDATION NO. 21

That a Collection Development Plan be devised to bring all Branch Libraries up to an acceptable standard appropriate to the potential populations served and to the scope of programme offered to the community.

Action: Administrative Team / Collection Development Committee

RECOMMENDATION NO. 22

That the Ministry make a special subvention of $ 5,000 for each Branch Library for print library materials to the National Budget to begin a preliminary collection supplementation process until the Collection Development Plan can be completed and recommendations for costing can be presented.
Action: Ministry / Chief Librarian

6.4 An additional aspect of collection should be addressed as consideration to provide more resources is considered. An examination should be undertaken with the Adult Education Section of the Ministry with respect to the **literacy levels** in all the branch areas. It may be that specialised collection development processes need to be linked to programmes to address literacy concerns that were expressed by some Branch librarians.

RECOMMENDATION NO. 23

That the PLIS Administrative Team work closely with Adult Education Services to analyze the literacy levels in the various communities, and to determine appropriate methods of assisting in the local literacy education programmes.
Action: PLIS Administrative Team / Adult Education Officer / Branch Librarians

RECOMMENDATION NO. 24

That the Research & Planning Unit initiate a Reading Research Project for St. Lucia which will investigate the current level of reading, methods to improve the reading programmes, and resources to encourage the reading process. (Appendix 15)
Action: Ministry Research & Planning Unit / PLIS Administrative Team / SALCC

6.5 The size of the **Reference Collections** varied greatly according to whether of the librarian
saw this section as being a specialized information area or as a means of protecting the materials from circulation (and hence from loss). There is a very strong concern that once materials are allowed to circulate, the chance of getting them back to the library is slim in many communities. It was difficult to determine if this is borne out by statistical data. One must understand, however, that with very small collections attempting to serve large populations, the issue is one of concern. One respondent observed that the number of new materials received in any one year barely kept pace with the loss factors. For additional background reading, see Kogon and Lighthall.

Over the years there has been an conscious effort by the Central Library to provide **standard encyclopedia reference sets** to all the branches. Over the past ten years there has been a continuous upgrading programme, with a rotation of titles. A sample from one small library showed the following titles with their copyright dates

Comptons Encyclopedia	1995	World Book Encyclopedia	1991
New Standard Encyclopedia	1992	Medical Encyclopedia	1988
Family Medical Care (Set)	1992	Comptons Enc. of Crafts	1986
Illustrated Science & Invention	1992	Webster Family Encyclopedia	1984
Colliers Encyclopedia.	1991	Young Students Science Enc.	1977

In addition there was usually a small collection of dictionaries, thesauri and atlases along with shelves of other single volume reference tools. In most cases the Branch Librarians were quite happy with the collection, and pleased that Central library was able to handle the bulk purchase which got a lower price for the quantity.

RECOMMENDATIONS NO. 25

That the Central Library Technical Services Unit continue to purchase in quantity for the Branch libraries in order to obtain the best discounts.

Action: PLIS Administrative Team

6.6 Ranking high in **utilization** among all the branches are the information, reference and self-help or "how to" materials such as crafts, hobbies and fix-it information. Circulation in this type of materials is expected to flourish in the future, and to be in greater demand with the introduction of computers in the rural communities.

6.7 Following close behind the above topics, is the **demand** for formal educational support for students from K to 12. The degree to which students rely on the public library system to augment their educational endeavors vary from one community to another, and depends on the level of the school collections and the cooperation that exists between school librarians and public librarians.

6.8 Branch Librarians did indicate that they had ample opportunity to make recommendations to the Central Library **Selection Committee** for resources that might be highly desirable for their collection. This can be done on the regular monthly statistical report, in relation to the kinds of reference questions that could not be answered. It can also be done on a person to person direct basis. Unfortunately there is not always enough funds available to respond to these requests. In cases like this, where possible one copy of a tool might be acquired for Central Library, and copies of the appropriate pages sent on request to meet local library needs. These copies then become part of the local library information file on that topic.

6.9 Meeting with various community groups can provide useful information about the **concerns of the citizens.** Library staff members need to be available to meet with groups, to share information about the library, and to solicit feedback from them respect the services they see as valuable. Information for collection development was collected from one such meeting with about 40 members of the Youth Group at Wesleyan Holiness Church in Castries as part of one of their regular evening sessions. The project researcher acted as a facilitator with the group and helped them identify issues and concerns that are priority for young people from ages 13 to 26 years. The results of these discussions appear as a document in Appendix 14. It has been forwarded to the Central Library Selection Committee as a tool to help identify resources that might respond to the needs of youth in the community. Other similar groups could also be encouraged to participate in such issue awareness sessions, and this activity would provide useful feedback to the library on the scope of its collection, as well as raising the visibility of the library staff with the youth.

6.10 With respect to **paperbacks** in the collection, the percentages of guesstimates ranged from
3 to 70 % in one of the newer branches. All respondents expressed an excitement about the way young people are attracted to paperback books. On the other hand, they also noted that many non-fiction books that are acquired in paper cover, wear out or get damaged very quickly. It is then necessary to send them to bindery, or request their replacement which is quite expensive. In general, the Branch Librarians endorsed the principle that fiction materials, especially for adults should be acquired in paperback if possible.

RECOMMENDATION NO. 26

That the Central Library Selection Committee be urged to consider acquiring an increased proportion of the fiction collection for youth and adults in mass paperback or soft cover formats.

Action: PLIS Administrative Team

6.11 The Periodicals Unit at the Central Library has compiled (Sept 1995) a ***Current List of Periodicals***. This document was distributed at a Branch Librarians' workshop in December 1997. [A copy is provided in the Appendix 7.] Unfortunately, most Branch staff have no awareness of the content of these magazines, and since they have no index tools in the Branches it is difficult to use the magazines effectively, or recommend them to their clients. One respondent suggested that during staff visits to the Central Library attention could be given to examining titles of particular interest. As it now stands, the Branch staff depend on the Reference Library staff to use the *Reader's Guide to Periodical Literature (Index)* to locate appropriate current periodical materials in response to their queries, and then to send copies to the Branch.

In the area of **periodical holdings**, there was considerable variation across the Branches. Central Library ensures that all libraries receive at least one (1) copy of some of the following news-papers which are delivered at least once per week:

Crusader	Mirror
Star	The Voice
Tropical Traveller (2 copies)	
Soufriere Sun (is to be added to this list shortly)	

In addition a number of libraries obtained from regular local donations or by free mailings the following titles

Cajanas	COMLA Journal
Cosmopolitan	Essence
Food & Nutrition	Guardian
National Geographic	Newsweek
One Country (Bahai Int'l)	Plain Truth
St. Lucia Gazette	SEEDS
Time	

While some of these periodicals are **indexed,** generally there is no method to keep track of the material after the periodicals have become dated. In some libraries, piles of back issues were clogging valuable storage space and adding a musty smell to the library.

6.12 Central Library Periodicals staff have been creating an index for some of the Castries papers, including *The Voice* on a continuing basis. This is a **card index file** which is used by the Reference Desk. With the development of an appropriate database, it would be possible to have this index available on a computer in the Central Library, or any Branch library with the equipment. This would make access to St. Lucian information and resources more immediate. Copies of the cited items could then be copied by Central Library and made available to the client. [See project proposal in Section 10. Strategies for Implementation and Appendix 17]

One Branch Librarian indicated that after a month on the shelf, many of the less durable newspapers were clipped for important research materials, local history, biographies, and other special curriculum related topics, and these items (when dated, and properly cited) were used to build the **information file**.

In general it was noted, that few libraries had any periodicals which would be of interest to children or young adults.

RECOMMENDATION NO. 27

That a project for an automated database for the periodical index at Central Library Periodicals Unit be undertaken at the earliest possible date as outlined in Appendix 17

Action: PLIS Administrative Team / Periodicals Unit /

RECOMMENDATION NO. 28

That the Central Library Materials Selection Committee be encouraged to give attention to the need for periodicals in all Branches appropriate to the interests and needs of youth.

Action: PLIS Administrative Team

RECOMMENDATION NO. 29

That the SALCC Library Staff be encouraged to continue to acquire a collection of professional journals in both library and content subject areas, to make the information about these holdings available to both school and Branch library personnel, and to the ensure that hours of service are such that personnel from outside the immediate Castries area can access the materials readily.

Action: SALCC

6.13 **Audio visual materials** were absent from almost all the libraries. Two indicated that they had equipment to show videotapes which would be borrowed from outside sources. They also indicated that the use of the equipment was mostly by outside groups using the library space after hours for meetings. With the advent of the computer, and its potential introduction into St. Lucia libraries, it is highly unlikely that any Branch will develop an audio

visual collection. Central Library has some materials which may be borrowed and used for Pre-School and Children's Programming.
As space becomes available in new or remodelled libraries, facilities may be provided for the storage, circulation and maintenance of the audio visual collection for the community.

6.14 **Information files** in the library can take many forms. Traditionally these files have been
variously organized and identified under the following headings:

- picture files containing all manner of illustrations of interest to clients, and related to curriculum projects in schools
- pamphlet files composed of government and other free brochures and documents that are not likely to have a shelf life, but contain current topical material
- biography files recording the important people of St. Lucia, and other Caribbean or international countries that relate to local development
- vertical files, a librarian's term for the way these above materials are stored in file folders standing vertically in a filing cabinet
- folded map collections appropriate to local needs

Space available and time for collection management are the two major factors in maintaining any or all of the above collections. In more recent times, most of the above files have been combined into one **Information File,** with one set of access subject headings, and one method of circulating the materials through the central circulation system. Patrons need to be taught how to use these files.

In small libraries, and libraries with limited budgets, a well developed **information file** can be an invaluable source of information for clients. Branch Librarians could provide many answers to the unique local questions based on this tool. Only two Branch Library responded that there was an organized and well maintained information file available for public use. Requests for assistance in learning how to develop such files were noted. Volunteers can be very helpful in this activity.

RECOMMENDATION NO. 30

That Information Files be developed in all Branch Libraries, and that guidance and training in developing such files be provided by the Head, Branch Libraries, and that clients be instructed on how to access and use these resources as a regular part of the collection.

Action: Head, Branch Libraries / Branch Librarians

6.15 The issue of **school textbooks** arose several times during the examination of collections. It was observed that the textbooks are often donations which have come from abroad. Generally they are not used by the local teachers. Some students who have a particular interest will borrow the anthologies or mathematics and science materials. When there are multiple copies of these items, they take up considerable shelf space, inflate the collection statistics unnaturally, and discourage clients for browsing in that area. One Branch Librarian showed how she had taken some of the anthologies apart and had placed the stories that were appropriate to St. Lucian culture in folders or binders with circulation cards. There were then more short stories for reluctant readers. From one such anthology, over 30 short

were created. It was suggested that this same process might be shared with the local primary schools which could in turn have short booklets for many children in their classrooms. Other librarians might like to follow this example. In fact other librarians might wish to swap duplicate anthologies so that they could have more locall-produced booklets for their young readers.

The matter of the Branch Library providing **textbooks for teachers** is strongly discouraged. This is not a logical function for the Branch. Either the school or the individual teacher is expected to provide one's own tools.

6.16 Collections of past **CME and CXC Examinations** available for use in the libraries was a fairly common situation in the larger Branches. Access to a photocopy service would have made the use of these examinations far more practical, rather than having students spending hours copying the material (frequently incorrectly) to take home and practise for the examinations. It was suggested that access to these examinations should really be the responsibility of the schools.

6.17 Although some of the Branch collections are quite small, it is still important that a regular and consistent **weeding programme** be carried on. Respondents indicated that the number of items removed from the collection over the past year ranged from nil to 105 items. Some libraries need to address this matter to remove from the collection items which are no longer appropriate based on the following criteria:

1. relevance of the materials to the current curriculum and student interests
2. discoloured, defaced or otherwise unattractive material which cannot be rejuvenated without considerable cost and effort
3. dated, biased or discriminatory materials
4. inappropriate subject matter for the grade, interest, or ability level of the students and the general population

6.18 It was further suggested that Branch Librarians should evaluate materials in the context of having them rebound. Items that fall into this **bindery** category would include:

1. periodicals for which a published or printed index is available
2. soft cover non-fiction reference materials which are subject to considerable use
3. highly popular non-fiction books that are difficult to replace due to cost

Respondents in this study from only six (6) libraries indicated that they had sent materials to the Central Library bindery on a regular basis. The numbers reported ranged from 20 to 300 items for the year. Others indicated that local minor repairs were used to keep items in circulation as long as possible. There was concern expressed that it took too long for materials to be returned from the Bindery, and that some times items did not return at all. A review of this issue needs to be addressed by the Chief Librarian to determine the procedures for reporting and the time lines for the binding to take place.

It would be appropriate for the Central Public Library to see if bindery services can be provided from that source, in what time frame, and at what price to schools also.

RECOMMENDATION NO. 31

That a review of the Bindery services programme be undertaken, to evaluate the level of service, the speed of service, and the procedures for reporting to the Branches; and, that consideration be given to offering the services of the Central Bindery to secondary schools.

Action: PLIS Administrative Team / Bindery Manager

6.19 The collection development and evaluation process is a **continuous process,** and is closely tied to the community needs, school curriculum and teaching methods As teachers become more involved in the inquiry approach to teaching, and as students become more independent in their search for information, a greater depth is required in both the school and public library collections.

6.20 **Electronic media** including computer software packages and CD-ROM packages at this time were not reported in any Branch Library. Nor did any respondent indicate use of such material on a personal basis at home. Developments in this area are, however, occurring very quickly, and it is hoped that Central Library staff will be encouraged to investigate the potential for expansion of their programme to involve at least the larger Branch Libraries on a trial basis. This topic will be addressed in more detail in the Section 8, Technology. For additional reading, see Ardis as cited.

6.21 With respect to the completion of a collection **inventory** during the past year only eight (8) Branch libraries indicated that such a survey of the collection had been completed. Since none of the Branches have a complete card catalogue or shelf list, it is difficult to do an accurate count of the collection. In addition, there seems to be some confusion over whether one should report the number of titles or the number of volumes in the collection. It was pointed out that inflating the size of the collection with large numbers of duplicate titles does little to indicate the strength of resources available. Several of the libraries have no mechanism for keeping track of items which have been

acquired from Central Processing,
acquired as gifts
local purchases
weeding or otherwise discarded
bindery or repairs
lost, strayed or stolen
or simply overdue. Simple procedures need to be discussed with the Head of Branch Library Services, and these should be systematically put in place in all libraries. It should be possible to come up with collection statistics in a relatively short period of time. Some respondents in this study could not do so. The importance of keeping simple and accurate records cannot be over emphasized. A suggested project in this regard appears in Appendix 18

RECOMMENDATION NO. 32

That the methods of maintaining statistical records and for inventory control procedures be reviewed with each Branch Librarian on site, and that appropriate and standardized methods be initiated as soon as possible.
Action: Head, Branch Libraries / Branch Librarians

6.22 Respondents were asked a series of questions about **school and public library collaboration**. In most secondary schools there is an individual responsible for managing the resources. There are no school librarians in the primary or elementary school. And similarly, there are few organized school collections. Some effort has been made by US Peace Corps volunteers to assist in developing some local collections, mostly with gifts from abroad. The British High Commission also made a substantial donation of books to some primary schools during the past year. However, with no staff time committed to look after the materials, these collections are having difficulty staying intact. Likewise it is often difficult to work collaboratively with school staff who have been assigned many other responsibilities, including classroom teaching schedules.

RECOMMENDATION NO. 33

That the Ministry provide for a full-time teacher-librarian for all schools in the county with an enrolment of 500 students or more, and

That this assignment should be over and above the numbers of staff assigned for calculation of teacher-pupil ratio for the school, and

That this assignment should be confirmed for all secondary schools immediately with the beginning of the next school year, and gradually phased in throughout the elementary schools over the next five (5) years, and

That persons filling these positions be qualified teachers, who have or are in the process of taking appropriate training at SALCC or abroad at accredited library and information studies university programmes, and

That the School Library Specialist and/or the Chief Librarian work closely with Human Resources and school principals to identify teacher candidates with appropriate leadership ability to be transferred to these new positions.

Action: Ministry: Permanent Secretary / Human Resources / School Library Specialist/ Chief Librarian / School Principals

Respondents guesstimated that there might be a **collection overlap** of about five (5) percent between schools and public libraries. Most indicated that they thought that this would be in the area of encyclopedias and reference books. Of the twenty staff interviewed, only four (4) indicated that they had been in the local elementary school during the past year for the purpose of discussing library development.

The matter of school - community libraries was also discussed from the collection point of view. For additional reading see Aaron, Amey and Dwyer as cited. It will be further addressed in Section 7: Facilities.

SUMMARY

On-site observation and data collection would indicate that a very limited resource base is available from which to serve approximately twenty-five (25) percent of the potential clients through the Branches. On the average there is less than one book per potential client. Manyof these items are in poor condition and unattractive. Efforts are being made to maintain the small collections, and to get a maximum number of transactions from them. There is an urgent need to address the issue of collection development, including a gradual moves to new technologies.

7. FACILITIES, EQUIPMENT AND PLANNING

The public library needs to be an attractive and welcoming environment for all ages. It must provide a quiet haven from the rush and noise of the public thoroughfares. The library has the potential to be a site that inspires creative and innovation as individuals interact with ideas from around the world.

Slow down and enjoy life. It's not only the scenery you miss by going too fast - you also miss the sense of where you are going and why.

- Eddie Cantor

Currently there is a wide variation in the kind of library facilities available in St. Lucia. There are some very lovely libraries. There are some that have suffered from disasters. There are some that are disasters.

7.1 PLIS needs to have a plan to upgrade all Branch libraries which would take into consideration the following **Facilities Planning Considerations:**

When planning to remodel or develop a branch library the following considerations are of highest importance in discussion with the architectural designers and the system building maintenance officers.

- a barrier-free learning environment and unimpeded physical access for all users
- easy access that encourages frequent use and allows for traffic flow with minimal interruptions and distractions.
- comfortable, efficient, and safe working environment for both patrons and staff.
- a functional design and arrangement, and an aesthetically pleasing environment
- flexibility to accommodate changing technology needs without extensive re-design

Essential Programming Areas:

1. **Research and Individual Study Areas** Considerations:
   - capacity for a minimum of 1 to 1.5 per cent of the potential population, but at least two (2) full school classes at any one time
   - perimeter and/or free-standing standardized adjustable wood shelving for books and back issues of periodicals
   - shelving for current periodicals, paperbacks, and non-print materials such as large charts, maps, videotapes, audio-cassettes, computer diskettes, CD-ROMs, newspapers, and audio visual kits
   - a variety of tables and chairs for flexible use by individuals and groups
   - tables, counters, carrels, and carts to accommodate a variety of equipment
   - filing cabinets for pictures, pamphlets, newspaper clippings accessible for public use
   - sufficient electrical outlets on different circuits
   - cable installations and computer terminal(s) for public use
   - Location: in a low-traffic area of the library to minimize noise

2. **Reference & Information Services: Both Print and Electronic**
   - automated or card catalogue, and computer terminal(s)
   - shelving for periodical indexes and reference collection
   - dictionary and atlas stand(s)
   - electrical outlets for use of technological equipment (computers modems, CD-ROMs, and microform readers)
   - locking devices to secure computers to their locations
   - uninterrupted power supply
   - Location: within easy access to circulation, entrance-exit, research and individual study areas, and office area

3. **Reading, Listening & Viewing Areas**
   - comfortable seating, lounge chairs
   - inviting atmosphere
   - portable chalkboard and bulletin board
   - pull-down wall screen
   - electrical outlets for audio visual equipment
   - listening facilities, including headsets
   - display facilities for current periodicals and paperbacks
   - display bulletin board
   - display and exhibit facilities, lockable, for theme displays, new materials etc
   - Location: within easy access to popular print collection, paperback collection, recordings and audiotapes

4. **Display and Exhibit Areas**
   - functional and readily accessible bulletin boards
   - built-in, glazed, and lockable display cases
   - electrical outlets for audiovisual or computer displays
   - Location: visible and conveniently accessible from heavy traffic areas such as close to the main library entrance-exit area

5. **Circulation and Materials Control Centre**
   - shelving for collection of reserve materials
   - movable circulation desk
   - computer terminal(s) for materials circulation
   - electronic security materials control system
   - uninterrupted power supply
   - book trucks
   - photocopier
   - bulletin board
   - Location: near entrance-exit, reference, office areas

5.1 **Entrance-Exit Area**
   - one double doorway
   - convenient flow of heavy traffic in and out of the library

- electronic security surveillance system
- Location: visible from office area, and near circulation, audiovisual hardware storage and distribution areas

6. **Public Lavatory and Janitorial Facilities**
   - comparable to other public buildings, meeting state health requirements

ANCILLIARY SPACE: ADMINISTRATION AND PROGRAMMING

The ancilliary areas and the functions that they facilitate and support are described below. While some of the areas may be combined, attention to the services should be given in each case.

7. **Office and Administrative Functions**
   - Work space for the library and support staff
   - desks, chairs, tables, cabinets
   - storage for administrative files
   - wiring for telephone, computer system and fax machine
   - adjustable wooden shelf units for storage of professional resources such as library catalogues, bibliographies, and reference materials
   - partial glazing to allow for visual supervision of the library space
   - access to photocopier
   - minimum recommended size: 9.29 sq. m. (100 sq. ft.)
   - Location: within easy access to circulation area, reference area, electronic research and technical services

8. **Materials Preparation and Technical Services**
   - typewriter with desk and chair
   - computer terminal, CD-ROM, and printer
   - telephone jacks and electrical outlets
   - book trucks and carts
   - shelf list cabinet
   - work tables and filing cabinets
   - sink and counter
   - display materials, audiovisual supplies, poster, charts storage
   - built-in adjustable wood shelving and cupboards for storage of
     - materials being processed and repaired
     - materials in preparation for displays and exhibits
   - partial glazing to allow for visual supervision of circulation and entrance-exit areas
   - minimum recommended size: 13.94 sq. m. (150 sq. ft.)
   - Location: close to circulation, entrance-exit, and office areas

9. **Audiovisual Hardware Storage and Distribution Area**
   - sufficient access and space for limited audiovisual carts and large or heavy equipment such as televisions and video cassette recorders
   - workbench for minor equipment repairs

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- adequate power supply to check equipment
- built-in cupboards with locks to house small format audio visual equipment
- adjustable wooden shelving for storage
- minimum size recommended: 100 sq. ft.
- access through library ONLY
- Location: in secured area; near library entrance, corridor, and elevator if building is more than one floor

Optional Programming Areas

This section addresses the need for space for other programme related activities both by the library and the community in the areas of

10. **Seminar and Small Group Work**
    - table, chairs for six students
    - chalkboard
    - built-in wall shelving for research materials
    - glazed window facing into regular library area for supervision
    - access only from regular library area
    - minimum size recommended" 9.29 sq. m or 100 sq. ft.

11. **Large group instruction, audiovisual projection, presentations**
    - seating accommodation for larger groups
    - electrical outlets at both front and back of area
    - microphone and speaker system
    - television monitors and VCR (may be movable from Library Collection)
    - chalk board
    - recommended size: 69.68 sq. m. or 750 sq. ft.

    Location: adjacent to library

It is possible to combine these facilities in areas adjacent to the library, or they can be part of the integrated design.

12. Environmental Controls and Design

12.1 Size and Expansion

The size of the library is determined according to the scope of the programme that is implemented in it. Planning should also address the speed with which technological change can be affected in the library system and the community.

Future expansion may be facilitated by locating the library adjacent to exteriors walls in a larger building, and as far as possible from stairwells, washrooms, and load-bearing walls.

12.2 Location:

The library should be located
- in an central area readily accessible for the majority of the potential users
- away from noisy activity areas such as public markets, heavy street traffic, musical and

other performance events, gymnasiums, or industrial areas with excessive noise or fumes.

12.3 Temperature, Ventilation, and Humidity

Flow of air and temperature control is necessary for the comfort of users and the preservation of materials.

Consideration should be given to proper ventilation for photocopiers.

Temperature, humidity and dust controls must be taken into consideration with the use of computer technology in the library area.

To facilitate cooling efficiency in areas incorporating skylights or extensive windows, ceiling fans should be installed. Window blinds or coverings should be available to cut out direct sun rays.

Appropriate window covering should help to control insects and other flying pests.

12.4 Lighting

Quality of light in the library is as important as quantity. Mixing incandescent and florescent light improves warmth and comfort:

- florescent lights should be used above free standing high wall shelving to enable clients to read the labels on materials easily
- incandescent lights should be used above tables and working surfaces to avoid glare

Natural light is desirable; however, glazing reduces the amount of perimeter shelf space available for housing resources. Large expanses of glass in the form of windows or skylights may be distracting and would require darkening during audiovisual presentations.

12.5 Electrical Requirements

Sufficient electrical circuits must be provided to avoid overloading.

Each room should have electrical outlets appropriate to the functions of the space.

Special electrical outlets are required for

- security systems
- automated library circulation systems
- electronic communication systems
- automated on-line public catalogues, networked to outside sites

When carpeting is used, installation of an anti-static variety is recommended.

12.6 Sound and Acoustics:

Sound-absorbent surfaces and flooring such as carpeting or cork are recommended for use throughout the library to ensure acceptable noise levels in specific programming areas. Strategic placement of shelving and use of materials with absorbent qualities affect sound transmission.

Covers should be used to eliminate or alleviate noise production from computer hardware. Server towers should be housed in the library office or workroom areas.

12.7 Security

For security purposes, the library must be self-contained with one major entrance-exit area. It is strongly suggested that any doors in the library other than the main entrance-exit be designed as fire exits only and be wired with bells to alarm unnecessary exiting.

The juxtaposition of the circulation area, office, workroom, and audiovisual storage areas and the extrance-exit area is crucial in controlling loss of materials and equipment. Visual supervision from the circulation, office and workroom areas is also essential.

Consideration to installing an electronic security materials control system to protect the increasing amount of expensive, attractive, and popular material and electronic equipment housed in the library. Placement of this system should not interfere with computers used elsewhere in the library.

All doors in the various areas comprising the library suite must be equipped with locks, and with a master key for the teacher-librarian.

It is suggested that the facility might be monitored by an electronic security surveillance system when not in regular use.

12.8 Aesthetics

Attractive and welcoming libraries invite use of resources. The tasteful use of wall coverings, graphics, and carpet colours and textures improves the library atmosphere.

Windows, plants, signs, display areas, and comfortable furniture all contribute to brightness and warmth. Colour can lend interest and variety.

12.9 Traffic Patterns

Internal traffic patterns must be related to:

- defining programming areas
  eg. heavy traffic in circulation area
  light traffic in the research and independent work areas
- the natural flow from the reference area to the materials and equipment housed in the research and individual work area, and then to the areas where the materials and equipment are used.
- the flow of individuals and groups in and out of the library at all times during the open hours.

Provision must be made for unimpeded access by persons with mobility difficulties. Doorways must be wide enough to admit wheelchairs. Floors should be flush with the outside access corridor or sidewalks, or ramps should be provided.

Space should be designed for convenient flow of traffic and easy supervision, with no hidden alcoves or books shelves that obstruct sight lines.

One floor level, versus two floors, is strongly recommended for the ease of movement by patrons, and of materials and equipment.

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7.2 **Facilities Review / Study / Project / Committee**

With assistance from Government personnel with Buildings and Maintenance expertise, the Chief Librarian and the Head of Branch Library services need to conduct, or have conducted a review of all the existing Branch Library facilities, which would take into consideration:

- condition of the current physical structures
- appropriateness of the location in relation to demographics of potential patrons
- flexibility for modern library & information services programming
- all aspects discussed under the above 7.1 **"Facilities Planning Considerations "**
- recommendations for upgrading and remodelling, with costing estimates
- prioritizing of sites, for a long range plan of development

RECOMMENDATION NO. 34

That a Facilities Planning and Review Committee be established to do a thorough study of all existing library facilities, taking into account demographics of the communities, modern developments in library & information services programming, potential for joint-use school-housed public library facilities, factors for consideration in re-designing and re-modelling library facilities, prioritizing of upgrading to be undertaken, and estimated costs for the various projects phased over the next seven (7) year period,

and that a report be presented to the Chief Librarian and the Library Board within eight (8) months of the initiation of the project, with a view to presenting recommendations to the Permanent Secretary as soon as possible thereafter.

Action: Ministry - Permanent Secretary / PLIS Administrative Team / Committee

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7.3 **Condition of Current Facilities and Equipment**

Some **comments on** the various library facilities are provided:

Anse La Raye

The space is generally too small and quite unattractive.
Water damage is severe from a leaking roof.
There is little if any private workspace for the library staff.
There is immediate need for proper chairs, a desk for the library staff and a typewriter.
A Facilities Review would indicate an URGENT need for enlarged space in an alternative location.

Babonneau

The present atmosphere is attractive and friendly.
Current public space seating is pressed to maximum with one school class.
More shelf space is needed NOW, and with the present structure and arrangement.

the only way this can be done is to close some windows which would be disastrous to the movement of air.

A Committee should be initiated to consider the possibility of a joint school - community library, combined with a regional Teachers Resource Centre to serve the nine (9) elementary schools in the area. Such a Committee would need to bring forward recommendations for structural additions to the present building.

Canaries

Small, crowded and uncomfortable

The present site is very noisy.

Tables for reference and individual study are need immediately

Repairs to chairs is needed for public safety

Standard high wall shelving of at least nine (9) lineal feet is needed while other arrangements are pending.

A Facilities Review is requested .

Signage is inadequate on the outside of the building

Choiseul

Second floor location has advantages of air movement, but a problem for seniors or handicapped to climb the long set of stairs

Clear signage indicating location of the library is needed

Flying insects are a problem

Noise from the fish market, restaurant and bar and heavy street traffic is distracting

Re-arrangement of the shelving and collections has been suggested. It is important to develop a librarian workspace, and more client workspaces.

More standard high wall shelving is needed.

Electricity would be a distinct advantage

A bulletin board would be very helpful.

A coin or card-operated photocopier should be place in the library for public use.

Consideration to have a Study Committee to examine the possibility of a joint-use project with the Primary schools might be beneficial. At least the review of the present situation would cause some community discussion.

Dennery

Current site above the Pre-School Centre puts the library at a distance from the main clients in the school, as well as separated from the centre of the village.

A coin or card operated photocopy machine should be placed in the library for public use.

A Community Committee should be established to investigate the feasibility of a large joint school-community library, preferably located between the secondary and the primary schools. This community should give due consideration to demographics of clients served, facilities to meet multiple user needs, scope of collection development staffing, hours of service and security.

This appears to be a prime location for an experimental model of this nature.

Derrisseaux

Cool, comfortable and welcoming library located in part of the community centre
Immediate attention to the sagging book shelf which is a public hazard
Roof repair should be addressed before serious damage occurs
Electrical switches need to be re-located closer to the entrance-exit areas
Clearer signage advertising the location of the library would be an asset
A coin or card-operated photocopy machine should be placed in the library for public use.
Additional high wall shelving is needed to accommodate the increase in books which are required to bring the collection up to standard.

Gros Islet

Pleasant, attractive and welcoming ... but very limited public use / work space
Relatively no office or workspace for the librarian
Opens directly on to busy public street, near ocean so is susceptible to wind and dust
A ceiling fan would be immediately helpful.
Appears to be a long way from main client base which is the Primary & Private schools .
However, there is no desire to move back to the Public Buildings which were such an inadequate previous location. If there were some way that the public and private schools and the community could develop a proper joint use space, there might be some mutual benefits.
The population which this library serves is very large. This space is inadequate.
A coin or car-operated photocopy machine should be placed in the library for public use.

Laborie

Very friendly and welcoming, with lots of client traffic during the various site visits
No signage indicating location of the library
The library floor space is totally inadequate.
Immediate programme changes include moving the reference collection from near the desk to the public area to make at least a minimal private work corner .. and to clear some desk space.
Seating appropriate to the potential population is needed
Possibility of a joint use facility closer to the primary school could have advantages. A Facilities Review is requested.

Marchand

A most unusual setting for a library ...
Bold signage indicating location of the library is needed
A Community Committee be established to investigate the feasibility of the integration of the Marchand Branch Library on the same site as the proposed new Entrepot School library in a joint school-public library facility, with due and proper consideration being given to space needs, management responsibilities, staffing components, collection development, user access, security and related issues. [This could be a good site for a more urban model, as compared to Dennery]
Because the library is located in a parish hall which has many other functions, there is little that can be done to make space more functional for library programmes.

Micoud

Current setting needs a re-examination of use of floor space, and the flow of traffic
Recommended combining children's and adult's circulation desk
Recommended additional shelving appropriate for a children's corner
Recommend more effective use of bulletin board and display space
Re-organization of office area to make better use of space and storage
A Community Committee should be formed to consider the possibility of integration of the Micoud Branch on a site to serve the community, the primary school, the secondary school and the Regional Education Office as joint-use school-public library facility, with due and proper consideration being given to space needs, management responsibilities, staffing components, collection development, user access, security and related issues.
There is need of directional signs, charts and posters to explain the library organisation
A coin or card-operated photocopy machine should be placed in the library for public use.

Monchy

Small, quaint library
Good windows for circulation, but mosquito problems keep evening users away.
More shelf space needed for both book and periodicals
Appropriate furniture for pre-school groups is needed
A Community Committee should be formed to consider the possible integration of this library with the Monchy R. C. Combined School which is located about 18 metres away, as a joint-use school-community library facility, with due and proper consideration being given to space needs for both groups, management responsibilities, staffing components, collection development, user access, hours of service, security and related issues

Mongouge

Housed in a section of the community centre, the library is attractive and fresh.
This is a relatively new facility, in a small space, with a small by growing collection.
Attention to tiles lifting off the floor in some areas is needed
Security for the windows will need to be addressed
A telephone would be a distinct asset
A coin or card-operated photocopy machine should be placed in the library for public use.
A typewriter would make local processing and reporting more efficient.
Audio-visual equipment such as a television and a VCR would be an asset, and a useful tool in community programming
Bold signage indicating the location of the library is needed

Roblot

Another tiny library housed in a community centre that seems to be located a distance for any population density
Bold signage indicating the location of the library is needed
Repairs to the entrance door would be appreciated.

A quality bulletin board (4 ft. x 6 ft) would be an asset
Additional seating space, work space, office space, shelving space are sorely needed
A coin or card-operated photocopier should be placed in the library for public use.
More comfortable tables and chairs would be a distinct asset.

Soufriere

An attractive library in a pastoral setting, close to the river bank
The building design is not conducive to structural addition, and not appropriate for modern library programming.
Crowded shelving, limited floor space for youth, and cramped work room space
Facilities Review should investigate the location in relation to population density and general public traffic patterns
The rough street / road entrance would discourage wheeled traffic.
A Community Committee should be formed to consider the possibility of a new joint-use library on a site to serve the community, the Primary School, the Middle Schools and the District Education Offices, when the new secondary school is opened. The committee should take into consideration the various types of space needs in the community, the value of combined services, management responsibilities, staffing components, collection development, user access, security and related issues.
A coin or card-operated photocopy machine should be made available for public use.
Ceiling fans would be a distinct asset in the interim.

Vieux Fort

An unfortunate two floor arrangement which requires two staff always on duty.
Second floor, under renovation following wind and rain damage, has the potential for an attractive work area and collection arrangement
Youth / ground floor is friendly and welcoming although crowded.
Need for large bulletin and display boards (4 ft. x 6 ft.)to be installed immediately
Re-arrangement of reference section in the Youth Department is suggested
Re-organize the workspace to provide a more private office area in Youth Department

RECOMMENDATION NO. 35

That the Chief Librarian, Head of Branch Libraries, and the local Branch Librarian review the suggestions in this Report to make whatever changes can be done within the current budget restrictions, and

That proposals for re-design and renovation be prepared for presentation to a Facilities Review Project as soon as possible

Action: Chief Librarian / Head- Branch Libraries / Branch Librarians

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7.4 Standardized Furniture and Equipment Specifications

When furniture and equipment is constructed locally, it should be done to standardized drawings. This makes it possible to move shelving or cupboards (for example) from one location to another without disrupting the decor and design. It is usually more economical to build to a standard as well.

7.5 Bulletin Boards and Display Areas

All the libraries have immediate need of locally constructed bulletin and display boards, sized and painted to meet the needs of individual settings. It is very difficult to make attractive exhibits when the tapes do not stick to the walls for long periods. These are quite inexpensive items if they are made locally.

7.6 Policy Statements on Joint School-Community Public Library Facilities

With the appointment of a Chief Librarian, one of the tasks to be undertaken is a working paper on the various aspects of a joint school-community public library. There are many pro's and con's in the discussion of this concept. There is plenty of writing in the professional literature about this type of project, and many examples in both urban and rural settings which have been successful.

A working committee to investigate the various dimensions of the topic, and to formalize a statement appropriate to St. Lucia would be valuable.

In the suggestions above, one notes a number of suggestions for joint facilities. In the responses from the interviews, it was urged that experimental projects be established in both the urban and rural settings to study the concept in depth.

RECOMMENDATION NO. 36

That the Administrative Team develop a working policy paper on the role and function of joint-use school and community public libraries for use with local Community Committees in making recommendations for alternative housing arrangements for the public library & informaiton services.

Action: PLIS Administrative Team / School Library Specialist / Branch Librarians/ School Principals / Friends of the Library

RECOMMENDATION NO. 37

That the Administrative Team work with local representation to develop Community Committees to examine the re-location and re-design of library & information services facilities appropriate to local needs and to make representation to the Facilities Review Project.

Action: PLIS Administrative Team / Branch Librarians / Local community representation

7.7 Summary

There are some appropriate sites and facilities for public library & information services now operating as Branch Libraries. However, if the system intends to move forward into the information technology era, significant changes will have to be made in many locations. Some short term and band aid solutions can be attempted. However, a comprehensive development plan is needed in order to be able to budget for necessary growth and change. Community involvement in these discussions will be advantageous in raising the visibility of the library & information services programme.

The meeting of two personalities or ideas is like the contact of two chemical substances: if there is a reaction, both are transformed.

- Carol Jung

8. TECHNOLOGY

One of the things is for sure,
All that was, has changed,
All that will be, will change.
- Bill Gates.

8.1 Some aspect of technology involves us every day of our lives. In the Central and Branch Libraries there are various degrees of application of technology. Communication with all the libraries would be more easily facilitated if there were a **telephone** in every library.

8.2 Once this step is achieved, then it would be possible to attach a Fax machine to both send and receive information. To some degree the **FAX** could be a tool for which a fee could be charged for public use, and it could be available under supervision to be used by the whole community. In some rural areas, there are few such services available.

8.3 Similarly, consideration should be given to installing coin or card-operated **photocopy machines** in each of the Branch libraries. This tool would be helpful to many citizens who do not have access to such service in the smaller communities. It would also reduce the risk of having people remove pages from books, or otherwise take documents from the files. On a simpler level, it would also be possible for some librarians to develop more effective displays and exhibits.

8.4 Central Library needs to instal an **electronic mail and Internet connection** at the earliest possible opportunity. The equipment is available on site; the subscription is now needed to activate the service. Once these services are in place it is important to train staff on proper handling of the tools, and especially the techniques needed to do Internet searching before this service is opened for use by the general public on a fee-for-service basis.

8.5 While the PLIS is now in the process of **automating the cataloguing and circulation systems** of the main library, it is important that a plan be developed for the effective and efficient implementation of these systems into the public service. A copy of a working paper prepared by John Blythe, Volunteer Services Overseas worker at the Central Public Library, entitled "*Ideas on Training for Unison and how Unison can help the Library*" appears in Appendix. 8. The concepts outlined in it have important ramifications for decisions that must be made as implementation of the automation system is undertaken. It was not the mandate of this Report to examination the Automation Programme at Central Library. However, information and suggestions are provided to smooth the interface with both the Branch and School Libraries as they are connected to the broader network picture.

8.6 From the perspective of rural and Branch library development, **library automation** options are becoming more and more accessible as the computer programmes are marketed. At the present time CD-ISIS is a very inexpensive programme that was created by UNESCO for all developing countries. This programme is now being used by several special libraries, including the Folk Research Centre, School of Music, National Trust, and others. Staff at SALCC are knowledgeable and willing to discuss needs in this regard. Other programmes are also available

and have many features which make them attractive for small library use. PLIS Administration Team must take a leadership role in developing a modern national information technology plan with the Director of the National Library & Information Service for all libraries. In addition the Branch Librarians should be active on the SLAIRS committees related to technology to keep abreast of current developments here in St. Lucia as well as abroad.

8.7 **On-Line Public Access Catalogue (OPAC)** At this time no Branch Library has a catalogue of author, title or subject entries for its collection. It would be fruitless to attempt to do this cataloguing process in print or card format at this stage, especially when the automated programmes are so efficient, and certainly far more attractive to young minds and hands. It would be wise for the Ministry to initiate a phased programme for putting networked OPAC programmes into all Branches. It could begin with a model project from which other staff could see the benefits and also learn what needs to be done to implement such a system in their region.

8.8 Coupled with the OPAC, are the obvious advantages of a **Circulation module** which makes it far more efficient to manage all the materials in the collection, including the printing of the various reports and statistics which demonstrate the programme and work that is going on in this regard in the library. At present the manual operations for these functions are inefficient and cumbersome to say the least, and do not generate data easily or quickly.

8.9 More importantly, the possibility to integrate **Compact Disc - Read Only Memory or CD-ROMs** technology with the library automation package is highly advantageous. The additional equipment components are relatively inexpensive.

The wealth of **CD-ROM materials** currently on the market is phenomenal, and more is being added at a cost that Branch Libraries can readily afford. This will be one way that the Branches can add quickly to their collections to cover a wide range of topics in the collection. Some sample materials in this regard are currently available at the OCOD Regional Resource Centre for examination. In some cases, such as encyclopaedias and other reference tools, it would be wise to acquire the CD-ROM versions rather than future print editions. This is especially true considering the investment that has been made in the last decade for sophisticated encyclopaedias in the system. To have these CD materials managed from one file server in the library office is highly desirable. To have more additional computers networked where the patrons can access the material would be advantageous.

8.10 In the initial stages, **networking** the **Central library listserv** to a computer in the Branch library as a community information node would make good sense. It would encourage citizens to come to the "Life-Long Learning Centre" to use the tools for word processing, for graphic design and other information searching and retrieval functions. In addition, housing a quality printer in the library would make it possible for one staff member to be responsible to collect the fees for use of the printer and the related paper budget. With appropriate training, the Branch librarian could be involved in helping patrons learn how to use the tools. In collaboration with the local school, and possibly even networked to their site (library or computer lab), both the Central and Branch Libraries would be a significant node for access to local, national and international information.

8.11 Access to the **Internet** is highly desirable in all St. Lucian communities. To have such resources available in the Branch Library either on a free or fee for service basis could make the Branch a vital information agency in the community. There is need for a technology plan that involves all Branches and the Central Library in the National Library & Information Services proposals for electronic services to all St. Lucian citizens.

8.12 The most desirable situation would be to have the OPAC, CD-ROM and Internet to be developed into one **seamless web** for student, teacher and public citizen access. The fewer times the learner has to change systems, the quicker will be the information transfer and the learning curve.

8.13 A **technology development plan** should be initiated by the Central Library and to include service to all Branches. It is the responsibility of the Chief Librarian to work closely with the information technology specialists and the administration to be forward looking in this regard, and to recognise their responsibility to train all citizens to use their resources effectively in their personal learning and self improvement quest.

RECOMMENDATION No. 38

That PLIS Administrative Team work in close collaboration with the Director of National Library & Information Services and other automation experts in the field to develop a Information Technology Plan, and

That compatible systems be used to ensure proper access of information by the Branch libraries, School libraries, Regional Education Centres, Education Documentation Centre, National Documentation Centre, National Archives, SALCC, and other NGO, special and government libraries, and

That an appropriate funding proposal be presented to the various Ministries to phase in this Plan as quickly as possible across the nation.

Action: Ministry-Permanent Secretary / Director, NLIS / Administrative Team /SLAIRS

Learning is an act of exploration; technology equips the explorer for the journey of a lifetime.

- David Suzuki

9.PROGRAMME ASSESSMENT

Minds are fires to be kindled, not vessels to be filled.
- Plutarch

The **role** of the Branch public library & information services system was outlined in theory in Section 4 of this document. It gives a broad sweeping picture, with visions for new directions in the developments as **a life-long learning centre for the total community**. It is in this context that Question 9 in the Branch Survey dealt with **Programme Development**. Branch Librarians were invited to check items which were their most common practice, with the option to check several items in each response. Appointments were made for a site interview of up to 1.5 hours to review the questionnaire and to probe the scope of the responses. The following material summarizes these responses and observations.

9.1 Independent User Skill Development

.1 *provides consultation to individual teachers regarding teaching learning materials and equipment* Since a high proportion of the registrants in all the Branches are school children, it was premised that working with teachers in the provision of materials in response to curriculum needs and student interests was a high priority. Of the 15 Branches, nine (9) respondents or 60 % indicated that they worked closely with individual teachers. Comments included:

- I have some teachers who come here at least once a week to see what we have on their topics.
- One or two teachers will send notes with their students to let me know what they are working on next.
- I never see the teachers
- The kids only come here for recreational reading.

.2 *participates in programme and or unit planning with individual teachers*

Three (3) respondents indicated some limited involvement in this process. There was a genuine interest in working with the teachers so that the library staff could be more helpful when the students arrived during or after school.

In discussion of items 1 and 2 above, it was suggested that

- the Branch Librarian needs to make an appointment with the Principal for a formal discussion of the role of the Branch Library, and of ways they can work together
- to request time to participate in a school staff meeting to open discussion on such aspects as
  - awareness of the library: location, times, staff, and collection
  - illustration of the services available to students and adults
  - opportunity to register both adults and students as users at the school
  - planning of an orientation tour for the teachers, as part of a staff meeting
  - planning for orientation programmes with all classes (within walking distance)
  - value of planning assignment ahead and notifying the librarian of the plan

- invitation to plan a unit together on a specific topic for a group of children
- discussion of skills students need appropriate to topic and grade

- the informal approach to individual teachers will likely be more successful
- concentrated efforts to plan and work with one or two teachers in depth is more valuable than trying to reach the whole school.

It is important that students bring a certain ragamuffin barefoot irreverence to their students; they are not here to worship what is know, but to question it.

- Jacob Bronowski

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3. *provides directional services ...*

There were only four (4) libraries where the internal directional signage was adequate to guide individuals around the various sections of the collection.

No library had an attractive poster of the circulation procedures visible for clients to read

Many libraries had signs which read: No Smoking / No Eating / No Talking / etc. There was only one library were the above issues were addressed from a positive view. A section of the Branch Librarians' Workshop (Appendix 10) addressed this question. Many positive and creative suggestions were brainstormed. During succeeding visits by the Researcher to the Branches, it was encouraging to see that eight (8) staff had already incorporated these ideas appropriately to their setting.

No library had a brochure or pamphlet for free distribution describing the services. A copy of the recently designed Central Library's brochure was made available at the workshop.(10) It was critiqued, and several Branches asked to have multiple copies printed for their use. They would simply add the Branch stamp to the form to make it relevant to the local area. Others asked to have some adaptations made to the form. It was understood that the Head of Branch Libraries would see that these revisions were completed and the brochures distributed.

Material on lettering and display design was distributed as part of the Branch Librarians' Workshop (Appendix 11 & 13)

A workshop on Displays and Exhibits (Appendix 13) was offered at which time participants were encouraged to explore techniques and designs. It is suggested that this workshop needs to be repeated for all Branch staff, and that it be a practical session so that finished products can be taken back to the work site.

4. *provides sessions on library orientation for new members when they arrive.*

Eleven (11) respondents indicated this was common practice. Four (4) were not sure. Through discussion, the following aspects of the oral orientation might include:

- organization of the library, and how to find materials of interest
- procedures for borrowing and returning materials
- rules for library operation

- awareness of regular programmes, such as story hours, discussion groups
- relationship of this library to others in St. Lucia

Four (4) respondents indicated that they had an arrangement to do an orientation with new teachers when they came to the local schools

5. *provides sessions for adult literacy programmes in the community*

Monchy Librarian indicated an active involvement in the local literacy programme.

There was an awareness of Adult Literacy programmes at Fond Assau School and at the Dennery Infant School. There is need for closer liaison between the head of Branch Library Services and the Education Officer for Adult Education to identify areas where the Branches can be supportive of these literacy programmes.

7. *assists clients in the use of computer programmes*
8. *assists clients in the use of CD-ROM programmes*
9. *assists clients in the use of Internet and similar technologies*

From several respondents there were indications of a desire to learn how to use these technologies on a personal basis before they were introduced to the public.

All respondents indicated a desire to have this type of resources available, while at the same time exhibiting some reluctance and fear of the unknown.

It is apparent that training programmes with these technologies will be needed, with considerable practise time and personalized attention to individual needs.

In summary, there is only limited proactive work being done to develop the independent user skills in the clients and in the community. The "wait until they come" attitude is both safe and traditional. However, it does little to advance the cause of library and information services in the modern era. Modelling and mentoring will be necessary to encourage Branch staff to reach out to all levels of the community.

Educational technology: opening minds with a new set of keys.
- Bill Gates

RECOMMENDATIONS NO. 39

That the Ministry of Education make a clear policy statement to the community at large, to school personnel and to all others working in education in St. Lucia that school and Branch library & information services is a priority in the development and implementation of the evolving curriculum and in the teaching / learning process for all segments of the population.

Action: Ministry- Permanent Secretary

RECOMMENDATION NO. 40

That the School Library Specialist, in cooperation with the Chief Librarian , Education Officers and CAMDU staff draft for discussion purposes and policy development, statements on Independent Learning Skills; Integration of Independent

Learning Skills into Curriculum Application; Resource-Based Learning; and Co-operative Planning and Teaching as approaches to inculcate the skills that citizens need to become independent life-long learners in the community.
Action: School Library Specialist / Chief Librarian, Education Officers, CAMDU staff

RECOMMENDATION NO. 41

That School Principals be encouraged to include the development and evaluation of their school library programme as a regular part of their school's Annual Work Plan.
Action: Principal / School Library Specialist

RECOMMENDATION NO. 42

That School Principals arrange awareness sessions for their staff on the various dimensions of school and public library services and programmes, and discuss ways that these services can be integrated into the regular classroom programmes and practices.
Action: Principal / School Library Specialist / Branch Librarians

RECOMMENDATION NO. 43

That School Principals regularly discuss the place of library & information services in their curricular programme with each teacher during the annual teacher effectiveness evaluation process.
Action: Principal

RECOMMENDATION NO. 44

That School Principals ensure that teachers new to the school staff are given a thorough introduction to both the school and Branch libraries as part of their orientation to the community.
Action: Principal / Branch Librarian

RECOMMENDATION NO. 45

That School Principals ensure that there is a section in the School Code of Rules book which relates to the student handling of library & information materials and services both in the school and public libraries.
Action: Principal / Branch Librarian

9.2 Literacy & Literary Appreciation

A good story reaches deep inside and shakes the heart awake.
- Jean Little, author

1. *provides reading guidance to individuals*

Every respondent was pleased to check this entry affirmatively. With further discussion, however, it was soon found that few respondents thought of themselves as readers' advisors. This is the parallel function in the fiction collection to tasks at the reference desk. It is important that Branch Librarians come to understand that fiction readers' questions are equally as important as

non-fiction users. The first goal of readers' advisory training is to provide tools - physical and intellectual - that allows the Branch librarians to answer fiction questions just as well as reference questions are handled.

A project proposal is provided in Strategies for Implementation(Appendix 16) which addresses the preliminary development of tools to help Branch Librarians do readers' advisory service. In this project, staff members would systematically read through the Central Library Youth Department fiction section and would provide an analysis by theme, literary element, and age appropriateness. The resulting index would be made available to all Branch personnel. In addition, workshops on readers' advisory techniques would need to be developed, and an on-going committee would be needed to keep the index current and useful. Sharing this material with teachers at various grade levels, and directly with clients would be advantageous.

A similar project could be appropriate for materials for use with children in pre-school and other storyhour sessions too.

Many respondents indicated that St. Lucians came generally from an oral culture, and that reading was not a common activity. However, it was also noted that the younger generations are beginning to read, and need to be encouraged. There is also a core of regular readers in many communities.

RECOMMENDATION NO. 46

That the Ministry of Education promote the place of reading in the development of all citizens as a high priority, and

that it make specific events and activities prominent in the promotion of a reading culture.

Action: Ministry - Permanent Secretary

RECOMMENDATION NO. 47

That the St. Lucia Teachers' Union undertake to actively promote reading as a habit to be developed and nurtured in all students.

Action: SLTU / Classroom Teachers

RECOMMENDATION NO. 48

That School Principals will undertake to actively promote reading as a habit to be developed and nurtured in all students.

Action: Principals / Classroom Teachers

2. *provides reading guidance to groups, including book talks, reading lists, displays, etc.*

Only three (3) respondents indicated any activity in this area.

Only four (4) libraries had any displays of either new or thematic materials

No respondents indicated that they prepared reading or booklists except in the case of new materials lists which ***might*** be distributed to schools.

No respondent indicated that they provided suggested lists (or the actual books) for teachers to use in read-aloud sessions in their classrooms

No locally produced bookmarks, or promotional devices were available.

Samples of this type of material were distributed at the Workshop (Appendix 10)

Discussion of methods of producing reading guidance materials was a part of Workshops (Appendix 10 - 12)

As with signage noted in the previous section, displays and exhibits are an important tool in drawing clients to see materials on related topics which may pique their interest.

It is apparent that additional staff training is needed in this area. In addition, consideration must be given on provision of supplies and materials to do this type of production at the Branch level. Support from Central Library with ready made materials could be very helpful, but local Branch personnel need to produce also.
See Recommendation No. 18

3. *provide a forum for members to discuss titles, topics or themes in literature or the Arts.*

Monchy Branch Librarian described a "Book Club" which meets regularly at the library. It is set up to encourage readers to talk about their books and to share ideas about what makes a "good" book.

There appears to be only vague understanding about literature: elements, themes, genre and the various techniques used to produce literary works. There was no staff member who exhibited a willingness or interest to pursue discussion of these aspects of the literary and cultural appreciation programme.

Obviously there is need to explore this avenue with all Branch staff, to develop their skills in working with groups, and to build their confidence in sharing ideas about fiction which they are reading with others in the community.

4. *works with adult groups in the community to emphasises the use of literature and the Arts in regular family living.*

Only Monchy Branch Library indicated any participation with the Adult Literacy programme.

See note in item 3 above.

RECOMMENDATION NO. 49

That PLIS staff undertake a serious and conscientious outreach programme to all the Pre-School Programmes in St. Lucia, with a view to influencing the reading habits of these children and their parents from the earliest years.

Action: PLIS / Branch Librarians / Education Officer - Pre-School Programmes

RECOMMENDATION NO. 50

That PLIS staff participate actively in Family Literacy drives and programmes in co-operation with other units of the Ministry and CAMDU Curriculum Officers

Action: PLIS / Education Officer Pre-School / Education Officer, Adult Literary/ Regional Education Officers / CAMDU Curriculum Officers

RECOMMENDATION NO. 51

That PLIS staff provide leadership with other Ministry units in initiating, developing and hosting parenting programmes

Action: PLIS / CAMDU / Regional Education Officers/ Ministry of Health

RECOMMENDATION NO. 52

That the St. Lucia Teachers' Union work actively with Parent Teacher Associations and Mothers and Fathers Groups to actively involve parents in learning how to help their children read more and use their Branch libraries more effectively.
Action: PLIS / SLTU

RECOMMENDATION NO. 53

That the St. Lucia Teachers' Union undertake to actively promote reading among its members through use of Teachers Book Clubs and Discussion Groups supported by the Regional Education Resource Centres, the Education Documentation Centre, and the Branch Libraries.
Action: PLIS / SLTU / RRC / EDC

5. *operates a regular Saturday (or Sunday) children's hour reading programme*

Only four (4) respondents indicated that they had "regular" sessions, and only in one (1) case was there any clear concept of 'programme" enunciated.

It would appear that there is a very limited story hour programme conducted at any time in most libraries. No respondents indicated that they served pre-school children.

There is a concern that the Branch Librarians are not well versed in children's literature, nor in the techniques of developing story hour programmes. This issue needs to be addressed in workshops, and with mentoring.

This activity is particularly important considering the lack of material for free reading and for reading aloud by teachers in the classroom. See Recommendation 18.

6. runs a summer programme of children's library activities

This activity was almost universally endorsed by the Branch Librarians. They recognized a specific role and responsibility when children were out of school.

Planning and assistance in developing these programmes usually comes from the Central Library. A national theme is established, and resource materials are provided which suggest activities, contests, and rewards. Documentation from previous year's themes make useful resource packets for the library collection.

These programmes have the potential to involve the skills and strategies outlined in the previous six items in this series of questions.
See Recommendation 18

7. *engages local authors, artists or performers to do presentations in the library.*

No respondents answered this item in the affirmative.

When queried regarding the names of local authors, there were very limited responses, esp. in the children's literature area.

No names were shared regarding puppets, reader's theatre, poets, or song writers. It would seem that some research needs to be done in this area to identify quality candidates appropriate to local settings. This activity relates to adults as well as children. The library can be the setting for such events. Funding opportunities through a section of the Ministry of Culture might be explored.

Summary:

It is apparent that there needs to be significant staff development done in literacy and literature appreciation in the modern library and information services programme. In order to work effectively in a library setting, one must be a reader and must want to passionately share the love of reading with others.

> *Books are portable packages of life and meaning, unimaginably diverse. They can be hugged, chewed, carried to bed or to a secret hideout in a tree. They can be read and re-read. And the reader is always in control - skipping, going back, absorbing deeply or skimming forward.*
>
> - Michele Landsberg's Guide to Children's Books

9.3 Public Relations

.1 *plans and implements a publicity programme in the community, such as displays, exhibits, news releases in the community paper.*

Eight (8) of the 15 libraries responding indicated some degree of public involvement in some of the areas above. However, respondents to this question seemed shy and reserved. Few felt empowered to reach out into the community in any formal way.

No respondents indicated having prepared displays or exhibits outside of the library as a means of promotion for new registrants (See also 5.3.5).

Two indicated that they were able to have notices posted in church bulletins, read from the pulpit, or posted on the notice boards.

One librarian indicated that when lists of new books arrived from Central Library, a copy of the list was taken to the pre-school and primary school principals. It was suggested that a similar list might go to the secondary school librarian(s) and a request could be made to Central Library to have extra copies of the list produced at the first printing for these purposes.

2. *initiates opportunities to talk to parent groups, student groups, clubs*

Three (3) respondents indicated having taken opportunity to work with groups. The groups included Mother's & Father's Group; Club 60, Catholic Women's League, Christian Youth Group; and school staff meetings.

Responses to this question corroborate the information provided in 9.1.1 and 9.1.2 above. Respondents seemed to understand the importance of local exposure for the person working in the library, and to its services.

One respondent inquired about the function of "Friends of the Library " group as a means to involve the community in the library programme. See also Section 5.3.7 See also Recommendation No. 18

Suggestions about topics that could be used in Parent Group discussions included:

- how to help your child choose a book
- how to read to young children
- questions to ask children to start discussions about their books

- giving books as gifts at birthdays and other special occasions
- donations to the library of used books, or periodicals.

One particular comment needs to be recorded:

"I often get what I want without begging, from the public, because the library's wants are always seen as a need and is indeed considered the most friendly Government Building in the community, the main source of reliable information and service to its many publics."

See Recommendations 48 - 49 - 50.

3. *sponsors books sales, or exchanges of materials*

Only one library responded in the affirmative. Others indicated that they would like to do this, but they had not approached any of the local books sellers.

It was also noted that SLAIRS usually coordinates a quality book sale each spring.

Options to have clients bring books from their home that they might like to add to the public collection were also considered.

RECOMMENDATION No. 54

That SLAIRS undertake annual events to promote reading and the use of a variety of information sources by all citizens, and in particular to continue

Book Fair Events in Castries and Vieux Fort

Education Fair

Library Week activities

Action: SLAIRS / PLIS / Branches

4. *maintains interpersonal communications with staff, students and clients*

All respondents felt that they understood "what their community needed".

There are circumstances in two communities where there is a distinct difference of opinion and perception of the current performance of the library staff, including hours of service.

There were requests from some staff for more training on communication skills, message clarification, memo writing, report writing, and ability to talk to the media.

In most cases there is a sincere willingness to learn how to do these tasks to positively promote the library.

See Recommendation No. 18

Summary:

Observation and supporting data would indicate a need for a marketing and public relations strategy to be developed for the total PLIS. Staff training is needed, and there is a willingness on the part of most staff members to learn how to reach out to new clients, and how to continue to involve the existing client base in the total library programme.

RECOMMENDATION NO. 55

That PLIS develop a long-term marketing and public relations strategy, including appropriate staff training, to consistently promote the vision and visibility of the PLIS in the total community.
Action: PLIS / Branches

9.4 Reference & Information Services

.1 *maintains a basic collection of specialised and reference tools for clients to use for self help*

Within the budget for materials, Central Library provides a collection of materials. See also Section 6.5 for confirming details.

Awareness of the content of many of the reference sources seemed limited by many of the Branch staff.

.2 *provides assistance in identifying and locating material in the library system*

All staff indicated that they did this for their own location, and then usually referred the questions to Central Reference or the Librarian-in-Charge for assistance.

Only three (3) or 20 % of the staff indicated that they had directly contacted other special libraries or NGOs within the past six months for assistance in answering questions.

3. *assists in locating informaiton or materials elsewhere in the community*

Several staff indicated that they frequently called the School, Health Office, Town Office, or Pastor / Priest at the Church for assistance in finding local information.

4. *notifies the clients of new materials, software, equipment and services on a regular basis*

There appears to be no formal process for doing this. If the clients come to the library they will be made aware of new items. The regular clients know where to find the latest acquisitions.

There was no effort reported by any Branch Library to use this strategy to reach out to potential clients to involve them in the service.

5. *routes materials or information regularly to clients with special interests*

There were no reports of this activity from any Branch.

6. *compiles bibliographies in response to user needs or on subjects of continuing interest*

Two (2) staff members indicated that they worked with client groups to produce lists of resources appropriate to their topics. One group were the Standard 3-4-5 teachers in the rural school; the other was an Mother's and Father's Group that wanted to develop a reading group on child rearing.

One responded that this would be the kind of activity that student assistants or reliable volunteers to could do readily.

Another respondent indicated that when new materials are received, fiction themes could be identified and recorded for future reference.

7. *answers reference and information questions for users*

Nine (9) respondents affirmed this activity.

Only one (1) staff member indicated that she felt it was her job to teach the person how to find the answer.

8. *maintains a file of "Frequently Asked Questions" and responses for quick reference.*

Several respondents indicated they did this, but none was able to demonstrate the file.

Many staff members claimed there was very little repetition in the questions asked.

9. *maintains files or data bases of Government Information for ready reference.*

One library indicated a collection of materials from Ministry of Health, and Ministry of Agriculture

One library showed a random collection of Ministry materials.

One library maintains a file of The Gazette

Several participants felt it was the responsibility of Central Library to arrange to have Ministry documents collected in bulk, and then re-distributed to the libraries along with some appropriate method of displaying or housing the items.

Two people inquired about workshops to make them aware of Government free materials, how to acquire them, how to keep them current, and how to house and circulate the items. (See Recommendation No. 18)

One additional recorded comment:

"Reference materials are very limited for a number of reasons, but users always leave satisfied because I make it may duty to obtain the information for them."

RECOMMENDATION No. 56

That PLIS and Branch staff re-examine the kinds of services provided under the heading Reference & Information Services, and seek ways to strengthen this programme with a more professional and in-depth approach.

Action: PLIS / Branches

9.5 Access to Materials, Equipment and Space

.1 *provides an efficient circulation system for materials in all formats*

There is a standard method of circulating materials across the system.

All libraries seemed to be following the system reasonably well. In one library it was recommended that the Youth Department and Adult Department circulation systems should be combined.

.2 *provides space in the library for students to work individually or in small groups.*

All respondents indicated affirmative. There seemed to be no special arrangements for these processes. Most Branches differentiated between Adult and Youth seating arrangements.

.3 *provides space for audio visual equipment to be used with small groups.*

Babonneau , Soufriere, and Vieux Fort have secure facilities to house the equipment.

No library has a specially designed space for using the equipment with small groups although there was a willingness to make such arrangements.

Vieux Fort has an equipment loan arrangement with the CARE school in the area as the need arises, rather than bringing the students to the library.

.4 *provides space for special collections, e.g. reserve books, etc.*

Most libraries had at least a limited collection of West Indian materials.

Many Branches had collections of materials in the Reference Section which might be described as "Reserve". See discussion of this matter under Sec.6 Collections.

.5 *operates interlibrary loan system with sources outside the local branch*

All Branches indicated that they depended on Central Library to support the local collection needs. There was relatively little sharing among the Branch libraries, due partly to transportation problems, a lack of awareness of what unique resource might be other collections, and the general uniformity of collections. There seemed to be little need for multiple copies of any titles for projects in any Branch at this time..

6. maintains a file of highly desired purchases for quick selection

Most Branch Librarians indicated that they had no separate budget for local purchases, and that staff in Central Library were in a better position to identify materials from their selection tools or from the local stores.

There was a desire shown to have access to some limited funds for local purchases , especially when there was a good books store in town.

7. *maintains an up-to-date collection of publisher's catalogues, or has access to same on a regular basis.*

All respondents indicated that there was a collection at Central Library which could be used whenever needed, but centralized selection generally made this unnecessary. And in addition, some staff noted that the Branch Libraries were too small to have them cluttered with catalogues that were likely to never be used, and rarely updated.

8. *maintains accurate records of materials acquired, costs, and sources*

Central library provides a computer list of all materials shipped to the Branches.

Previous to this a duplicate of the circulation card was also provided which could be used for record keeping purposes. Dates of receipt were noted. Cost of the items was not supplied from Technical Services, and was rarely needed.

See Appendix 18 for a related proposal.

9. *maintains a catalogue for use by the public which indexes all resources in the library system's collection*

None of the Branches have an author, title and subject card catalogue.

it would soon be possible to have print outs of the annual additions to the collection which could be used by the clients and also for inventory purposes. See Section 8 for more details and related recommendations.

This situation means that the Branch Librarians must be thoroughly familiar with the local collection, must read avidly or at least study the content and structure of the materials, and retain this information in their memory for ready use with clients.

It would be useful to develop thematic and topic bibliographies of both new and retrospective holdings which could be housed in binders or folders for clients to browse in the library. See Appendix 16 for a related proposal.

Summary

Simple reference and information services is provided to some degree in all Branches. Controlling factors include the size of the collection, the number of regular clients, and the frequency of requests for information. Circulation statistics would indicate limited service in some areas, and heavier in others. This seems to be related to the relationship between the school and the public library staff, as well as the location of the library.

Access to materials is controlled by the size of the collection, and whether the items are available for loan (not on "Reserve"). Space for working in some libraries is extremely cramped, especially when there are groups in for projects or activities.

9.7 (10.) Relations with School Library & Information Services

Item ten (10) on the Survey Questionnaire is significant for discussion as a particular aspect of the Programme Assessment, and therefore is included here.

.1 *Where is the nearest Secondary school library ?*
.2 *Who is that Secondary school librarian?*
.3 *Where is the nearest Primary school library ?*
.4 *Who is that Primary school librarian ?*

One respondents were able to identify the schools in the region.

Only 3 or 15 % of the Branch Library staff indicated that they had visited the primary and secondary schools within their service area within the past year.

Only 11or 55 % of the respondents were able to name the Secondary school librarian working closest in their region

Only 19 or 95 % of the respondents were able to name the Secondary school principal working closest in their region

Most of the respondents indicated that there were no organized primary / elementary school libraries in their region, and no assigned trained library staff in these schools

.5 *What proportion of the Secondary students have library cards ?*

The range in responses was from 15 to 75 percent, with the median at 48 percent.

Many staff indicated that the students who were avid users in elementary school frequently came back to use the Branch library, even after then had gone

on to A Levels or to College. Some found resources they needed at the Branch, other librarians were able to help them locate resources external to the collection, and some just needed a quiet place to do their homework.

.6 *What proportion of the Elementary students have library cards ?*

The range for registrations was from 30 to 78 percent, with a median of 52 percent. Numerous staff indicated that there were many students who came to use the library who were not registered.

.7 *Does the Branch receive notification in advance of assignments that are being planned in the school ?*

.8 *Who relays this information ?*

Fewer than 5 percent of the respondents answered affirmatively, and all indicated that this was not a usual process. Many indicated a strong desire to have awareness of what is going on in the school programme in advance of when students arrive to borrow materials on a topic. In general, it was observed that few teachers use a project approach to their subjects.

Results in this section confirm earlier programme related questions regarding outreach, public relations and planning. Staff in the Branch cannot wait for the schools to take the initiative; they must become proactive.

See recommendation No. 54 - 55

.9 *Are books borrowed from the Central Library for the duration of a project with a school ?*

Only three (3) respondents indicated that they had borrowed a collection of materials from the Central Library for a project. However, one staff was concerned that the teachers then took the books to the school, and there was no further contact with the students. In addition, it was difficult to get the materials returned.

Several staff indicated that they would request materials on individual topics for use by the students in the same manner as a standard reference question.

.10 *Do the schools plan for regular tours of the Branch Library before assignments are given which require use of those facilities ?*

Respondents took this question as an opportunity to describe their orientation programmes for students and teachers. These sessions were usually informal and dealt with the physical arrangements, the rules and regulations of the library.

No respondent indicated an initiative to plan with the teachers on forthcoming activities.

Four (4) respondents indicated that there were some faithful teachers who would come regularly to the library to check for resources to do a project, and mostly to see if there were any new resources. These teachers were usually regular borrowers and recognized as readers in the community.

Booking for orientation tours seems to come at the initiation of the school more often than at the invitation from the library staff. There was no indication in any Branch of

a systematic record of which classrooms have visited the library and what was done with them during the visit.

Many staff acknowledged the need to have all Standard III, IV, and V students working successfully in the library on regular projects, or for pleasure reading was imperative in order to get them to become regular users.

All staff recognized the need to have Early Years learners participate in story hours both at the Branch Library and also at the school on a regular basis in order for them to become more comfortable with language and literature from an early age. It was suggested that the Branch Librarian might be able on a schedule to take a bag of books and go to schools which were too far from the Branch for the children to walk as a class. These story hours and book talks would encourage the students be come as individual borrowers, and would also help the teachers to become more aware of resources in the collection.

Summary

An awareness of the possibilities for developing school and public library collaboration has been initiated. The spirit among the staff seems willing to try these approaches. Now they need encouragement, mentoring and leadership. One needs to be confident of successes in any change process.

Programme Assessment Summary

The gap between the actual and the ideal is very great.

There are many talented and able Branch Librarians work in limiting environments who have seen a vision of what could be accomplished. Now they need to be given opportunities to explore these ideas, to experiment, to have a mentor who can lead them to success in small projects so that they will feel confident to try others on their own, and then move on to bigger endeavours.

It is imperative that the Branch Library Staff understand that growth of the local library hinges on their willingness to reach out to the community, to advertise their services and their wares, and to help people learn how to help themselves.

The role of the Branch Library Head as a leader and mentor is acknowledged, and the field staff have indicated a willingness to work toward the new programme vision. They look forward to regular site visits, to workshops and study sessions, and to being involved in planning for the changes.

10. STRATEGIES FOR IMPLEMENTATION

Public Library & Information Services (PLIS) is an the verge of breaking out in new directions for public service and citizen involvement in their own learning. It faces many challenges - changing public perceptions; developing staff competencies; mobilising leadership within the ranks; establishing personal commitment to work towards new goals, and ensuring a consistent funding and budgeting process - that will make it possible for the changes to happen. To begin to move in this direction, there are several strategies that can go on simultaneously.

The following are some suggested approaches. Several steps may be moving forward at the same time.

1. The Permanent Secretary convene a meeting of the Director (Mrs. Naula Williams), the Librarian-in-Charge (Mrs. Audreuille Nurse), the Branch Library Head (Ms. Valerie King), and the Chairperson for SLAIRS (Dr. Janet Lynch Forde) to review the recommendations in the Report, and to bring forward a plan of action. And that if agreeable, this group should be formalized into a Monitoring Committee for the implementation of this Report.

2. The Human Resources Section of the Ministry is asked to bring forward a recommended plan of action for the speedy appointment of

An Acting Director
A Chief Librarian
A School Library Specialist

3. That the Public Library Advisory Board be re-activated by the Permanent Secretary, ensuring that it is composed a broad range of citizens representing:

Both Rural and Urban Citizens
Commerce, Business and Industry Leaders
School Educators (either Administrators or Teachers, or both)
SALCC representatives
Education Officer, representing Early Years, Adult Literacy, Curriculum Development
Arts Community Leader(s)
Public Library Staff
and others as appropriate with a mandate to review this Report, to begin action on its recommendations, and to draft additional recommendations to the Ministry.

4. That the Chief Librarian (or designate) lead the Branch Librarians in study sessions on the Report to examine the principles in it which need immediate and long range attention.

5. That the Chief Librarian and the Branch Library Head meet with each Branch Library Team to review the Report with particular attention to the local operations and facilities, and to address any matters that can be done immediately, and with existing 97-98 funding.

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6. That the PLIS Administrative Team bring forward phased budget implications for various aspects of the report for discussion with the Ministry, including

Collection Development in the Branches
Technology Implementation
Immediate Facilities & Equipment Upgrading
Staff Development Training

7. That the Chief Librarian undertake the preparation of a series of draft policy documents related to the implementation of a quality PLIS programme.

8. That a Staff Development Planning Committee be established including membership from the Branch personnel, with the mandate to bring forward an Action Plan for implementation during the forthcoming year, including required sessions, optional sessions, peer leadership and organization, locations, funding implications (See page 26 - 28, 38)

9. That the PLIS Administrative Team develop a publicity and media relations component, and that the initial activity be a series of press releases regarding this Report and the proposed changes that are anticipated in the community.

10. That the Ministry Research & Planning Department implement the Reading Research Proposal (Appendix # 15), and that the staff of PLIS be involved in as many stages as possible in the process.

11. That proposals for Facilities Review Study as outlined in the Report be drafted by the Chief Librarian , after discussion with the Public Library Advisory Board, for presentation to the Permanent Secretary. (see page 58)

12. That proposals for programme development and internal operations be implemented as soon as possible. See outlines in the Appendices

Thematic Analysis of Fiction Materials for Youth (Appendix 16)
Automated Database for Periodical Index Files (Appendix 17)
Inventory and Stock Taking Records Formats (Appendix 18)
Programme Statistics Report - Draft ..... (Appendix 19)
Promotion of Periodicals Unit Services ..... (Appendix 20)
Restructuring Children's Department to Youth Services Department (Appendix 21)

13. That the Monitoring Committee be instructed to work with the PLIS Administrative Team to being forward an evaluation statement on the progress that has been made in implementing the various facets of this Report, and with recommendations for further actions.

RECOMMENDATIONS

The Recommendations are presented here in the order in which they appear in the report, as noted by the page number at the end of each statement.

As a second method of organizing these recommendations, there is a listing by stakeholder and number for each item.

RECOMMENDATION NO. 1 (p. 23)

That the position of Director of the National Library and Information System be filled at the earliest possibility with a candidate who can enunciate the vision, develop the policy, advocate for the funding, and initiate collaborative programmes to bring St. Lucia into the information technology era.

Action: Ministry: Permanent Secretary / Human Resources

RECOMMENDATION NO. 2 (p. 23)

That the position of Chief Librarian for the Public Library & Information System be filled at the earliest possible date.

Action: Ministry: Permanent Secretary / Human Resources

RECOMMENDATION NO .3 (p.25)

That the position of School Library Specialist be created, and filled at the earliest possible date.

Action: Ministry: Permanent Secretary / Human Resources / Chief Librarian

RECOMMENDATION NO. 4 (p. 25)

That the Chief Librarian work with the Public Library & Information Services (PLIS) Administrative Team to develop a clear line and staff relationship chart showing reporting relationships and responsibilities for all employees in the service.

Action: Chief Librarian

RECOMMENDATION NO. 5 (p. 26)

That a revised Handbook of Operations for the procedures and protocols for the operation of the PLIS be produced, and made available to all staff.

Action: PLIS Administrative Team

RECOMMENDATION NO. 6 (p.27)

That the PLIS Administrative Team, working in collaboration with Human Resources Department and the Union will compile an up-to-date Handbook of Job Descriptions for all positions in the system, as part of the Handbook of Operations, and that these should be available to all staff.

Action: PLIS Administrative Team / Human Resources / Union Representative

RECOMMENDATION NO. 7 (p. 27)

That the PLIS Administrative Team produce an Annual Work Plan for the Ministry of Education, which will be used for clarification of programme goals and strategies for implementation, for budget development, and for programme evaluation.
Action: PLIS Administrative Team

RECOMMENDATION NO. 8 (p. 28)

That the PLIS Administrative Team develop an annual Staff Training and Development Plan for the whole system, and where possible in collaboration with other libraries and training agencies as appropriate.
Action: PLIS Administrative Team / Committee / SLAIRS

RECOMMENDATION NO. 9 (p. 28)

That the PLIS staff orientation programme be formalized and documented, and that there should be clear learning outcomes to be evaluated for each trainee who goes through the programme.
Action: PLIS Administrative Team

RECOMMENDATION NO. 10 (p. 29)

That the programme for Library Technician I, II, III, IV be reviewed to ensure that it includes components that train students to work effectively in the public library system.
Action: SALCC / PLIS Administrative Team

RECOMMENDATION NO. 11 (p. 29)

That a Library Assistants Programme should be initiated to begin the training of persons to work in clerical capacities in support of a Branch Librarian.
Action: SALCC

RECOMMENDATION NO. 12 (p. 29)

That both the Library Technician programme and the Library Assistants Programme should be taught on a rotating basis so that students can complete the certification in as speedy a period of time as possible.
Action: SALCC

RECOMMENDATION NO. 13 (p. 29)

That the College Library Staff will be available to assist with staff development training sessions in schools, with administrators, teachers, school librarians and Branch library staff.
Action: PLIS Administrative Team / SALCC

RECOMMENDATION NO. 14 (p. 29)

That the use of internship placements for graduate students from professional schools of Library and Information Studies be investigated to support the growth in manpower and training needs at the professional level in St. Lucia.

Action: SALCC

RECOMMENDATION NO. 15 (p. 32)

That the Ministry consider provision of grants and scholarships to encourage leadership quality candidates to pursue studies in graduate professional schools of Library and Information Studies off island.

Action: Ministry / Human Resources / Chief Librarian / Director, NLIS

RECOMMENDATION NO. 16 (p. 34)

That student volunteer assistants and adult volunteers be recruited and trained to work in Branch and Central Library settings to supplement the current staff.

Action: PLIS Administrative Team / Head, Branch Libraries

RECOMMENDATION NO. 17 (p. 35)

That there be a plan of action developed to recruit and register a significantly higher percentage of the potential library users.

Action: PLIS Administrative Team

RECOMMENDATION NO. 18 (p. 37)

That a Friends of the Library Group be initiated in at least two (2) communities to serve as models for the role that this group can play as advocates for improved library services.

Action: PLIS Administrative Team / Branch Librarians

RECOMMENDATION NO. 19 (p. 39)

That a staff development and training programme for Branch Library staff be included in the Central Library plan, and that there be a representative committee of Branch Librarians to work on the design, implementation, presentation and evaluation of the sessions.

Action: Head, Branch Libraries / Branch Librarians

RECOMMENDATION NO. 20 (p. 40)

That the processes and procedures for staff performance evaluation for all library & information services staff be re-examined, and

that the procedures be made known to all staff, and

that appropriate counselling, re-training, and discipline be applied where performance is not up to acceptable standard; and

that a system of rewards be considered for staff who are performing exemplary service.

Action: Human Resources / PLIS Administrative Team / Union

RECOMMENDATION NO. 21 (p. 42)

That a Collection Development Plan be devised to bring all Branch Libraries up to an acceptable standard appropriate to the potential populations serviced and the scope of programme offered to the community.

Action: PLIS Administrative Team

RECOMMENDATION NO. 22 (p. 43)

That the Ministry make a special subvention of $ 5,000 for each Branch Library for print library materials to the National Budget to begin a preliminary collection supplementation process until the Collection Development Plan can be completed and recommendations for costing can be presented.
Action: Ministry- Permanent Secretary / Chief Librarian

RECOMMENDATION NO. 23 (p. 43)

That the PLIS Administrative Team work closely with Adult Education Services to analyze the literacy levels in the various communities, and to determine appropriate methods of assisting in the local literacy education programmes.
Action: PLIS Administrative Team / Adult Education Officer / Branch Librarians

RECOMMENDATION NO. 24 (p. 43)

That the Research & Planning Unit initiate a Reading Research Project for St. Lucia which will investigate the current level of reading, methods to improve the reading programmes, and resources to encourage the reading process. (Appendix 15)
Action: Ministry - Research & Planning Unit / PLIS Administrative Team / SALCC

RECOMMENDATIONS NO. 25 (p. 44)

That the Central Library Technical Services Unit continue to purchase in quantity for the Branch libraries in order to obtain the best discounts.
Action: PLIS Administrative Team

RECOMMENDATION NO. 26 (p. 45)

That the Central Library Selection Committee be urged to consider acquiring an increased proportion of the fiction collection for youth and adults in mass paperback or soft cover formats.
Action: PLIS Administrative Team

RECOMMENDATION NO. 27 (p. 46)

That a project for an automated database for the periodical index at Central Library Periodicals Unit be undertaken at the earliest possible date as outlined in Appendix 17
Action: PLIS Administrative Team

RECOMMENDATION NO. 28 (p. 46)

That the Central Library Materials Selection Committee be encouraged to give attention to the need for periodicals in all Branches appropriate to the interests and needs of youth.
Action: PLIS Administrative Team

RECOMMENDATION NO. 29 (p. 46)

That the SALCC Library Staff be encouraged to continue to acquire a collection of professional journals in both library and content subject areas, to make the information about these holdings available to both school and Branch library personnel, and to the ensure that hours of service are such that personnel from outside the immediate Castries area can access the materials readily.

Action: SALCC

RECOMMENDATION NO. 30 (p. 47)

That Information Files be developed in all Branch Libraries, and

that guidance and training in developing such files be provided by the Head, Branch Libraries, and

that clients be instructed on how to access and use these resources as a regular part of the collection.

Action: Head, Branch Libraries / Branch Librarians

RECOMMENDATION NO. 31 (p. 48)

That a review of the Bindery services programme be undertaken, to evaluate the level of service, the speed of service, and the procedures for reporting to the Branches; and, that consideration be given to offering the services of the Central Bindery to secondary schools.

Action: PLIS Administrative Team

RECOMMENDATION NO. 32 (p. 50)

That the methods of maintaining statistical records and for inventory control procedures be reviewed with each Branch Librarian on site, and that appropriate and standardized methods be initiated as soon as possible.

Action: Head, Branch Libraries / Branch Librarians

RECOMMENDATION NO. 33 (p. 50)

That the Ministry provide for a full-time teacher-librarian for all schools in the county with an enrolment of 500 students or more, and

That this assignment should be over and above the numbers of staff assigned for calculation of teacher-pupil ratio for the school, and

That this assignment should be confirmed for all secondary schools immediately with the beginning of the next school year, and gradually phased in throughout the elementary schools over the next five (5) years, and

That persons filling these positions be qualified teachers, who have or are in the process of taking appropriate training at SALCC or abroad at accredited library and information studies university programmes, and

That the School Library Specialist and/or the Chief Librarian work closely with Human Resources and school principals to identify teacher candidates with appropriate leadership ability to be transferred to these new positions.

Action: Ministry: Permanent Secretary; - Human Resources / School Library Specialist / Chief Librarian

School Principals

RECOMMENDATION NO. 34 (p. 58)

That a Facilities Planning and Review Committee be established to do a thorough study of all existing library facilities, taking into account demographics of the communities, modern developments in library & information services programming, potential for combined or joint school-housed public library facilities, factors for consideration in re-designing and re-modelling library facilities, prioritizing of upgrading to be undertaken, and estimated costs for the various projects phased over the next seven (7) year period,

and that a report be presented to the Chief Librarian and the Library Board within eight (8) months of the initiation of the project, with a view to presenting recommendations to the Permanent Secretary as soon as possible thereafter.
Action: Ministry - Permanent Secretary / PLIS Administrative Team

RECOMMENDATION NO. 35 (p. 62)

That the Chief Librarian, Head of Branch Libraries, and the local Branch Librarian review the suggestions in this Report to make whatever changes can be done within the current budget limitations, and

That proposals for re-design and renovation be prepared for presentation to a Facilities Review Project as soon as possible
Action: Chief Librarian / Head- Branch Libraries / Branch Librarians

RECOMMENDATION NO. 36 (p. 63)

That the Administrative Team develop a working policy paper on the role and function of joint-use school and community public libraries for use with local Community Committees in making recommendations for alternative housing arrangements for public library & information services.
Action: PLIS Administrative Team / School Library Specialist /
Branch Librarians/ School Principals

RECOMMENDATION NO. 37 (p. 63)

That the Administrative Team work with local representation to develop Community Committees to examine the re-location and re-design of library & information services facilities appropriate to local needs and to make representation to the Facilities Review Project.
Action: PLIS Administrative Team / Branch Librarians / Local community representation

RECOMMENDATION No. 38 (p. 67)

That PLIS Administrative Team work in close collaboration with the Director of National Library & Information Services and other automation experts in the field to develop a Information Technology Plan, and

That compatible systems be used to ensure proper access of information by the Branch libraries, School libraries, Regional Education Centres, Education Documentation Centre, National Documentation Centre, National Archives, SALCC, and other NGO, special and government libraries, and

That an appropriate funding proposal be presented to the various Ministries to phase in this Plan as quickly as possible across the nation.
Action: Ministry - Permanent Secretary /Director / PLIS Administrative Team / SLAIRS

RECOMMENDATIONS NO. 39 (p. 70)

That the Ministry of Education make a clear policy statement to the community at large, to school personnel and to all others working in education in St. Lucia that school and Branch library & information services is a priority in the development and implementation of the evolving curriculum and in the teaching / learning process for all segments of the population.
Action: Ministry - Permanent Secretary

RECOMMENDATION NO. 40 (p. 70)

That the School Library Specialist, in cooperation with the Chief Librarian , Education Officers and CAMDU staff draft for discussion purposes and policy development, statements on Independent Learning Skills; Integration of Independent Learning Skills into Curriculum Application; Resource-Based Learning; and Co-operative Planning and Teaching as approaches to inculcate the skills that citizens need to become independent life-long learners in the community.
Action: School Library Specialist / Chief Librarian / Education Officers / CAMDU staff

RECOMMENDATION NO. 41 (p. 71)

That School Principals be encouraged to include the development and evaluation of their school library programme as a regular part of their school's Annual Work Plan.
Action: Principal / School Library Specialist

RECOMMENDATION NO. 42 (p. 71)

That School Principals arrange awareness sessions for their staff on the various dimensions of school and public library services and programmes, and discuss ways that these services can be integrated into the regular classroom programmes and practices.
Action: Principal / School Library Specialist / Branch Librarians

RECOMMENDATION NO. 43 (p. 71)

That School Principals regularly discuss the place of library & information services in their curricular programme with each teacher during the annual teacher effectiveness evaluation process.
Action: Principal

RECOMMENDATION NO. 44 (p. 71)

That School Principals ensure that teachers new to the school staff are given a thorough introduction to both the school and Branch libraries as part of their orientation to the community.
Action: Principal / Branch Librarian

RECOMMENDATION NO. 45 (p. 72)

That School Principals ensure that there is a section in the School Code of Rules book which relates to the student handling of library & information materials and services both in the school and public libraries.
Action: Principal / Branch Librarian

RECOMMENDATION NO. 46 (p. 72)

That the Ministry of Education promote the place of reading in the development of all citizens as a high priority, and

that it make specific events and activities prominent in the promotion of a reading culture.
Action: Ministry - Permanent Secretary

RECOMMENDATION NO. 47 (p. 72)

That the St. Lucia Teachers' Union undertake to actively promote reading as a habit to be developed and nurtured in all students.
Action: SLTU / Classroom Teachers

RECOMMENDATION NO. 48 (p. 72)

That School Principals will undertake to actively promote reading as a habit to be developed and nurtured in all students.
Action: Principals / Classroom Teachers

RECOMMENDATION NO. 49 (p. 73)

That PLIS staff undertake a serious and conscientious outreach programme to all the Pre-School Programmes in St. Lucia, with a view to influencing the reading habits of these children and their parents from the earliest years.
Action: PLIS / Branch Librarians / Education Officer - Pre-School Programmes

RECOMMENDATION NO. 50 (p. 73)

That PLIS staff participate actively in Family Literacy drives and programmes in co-operation with other units of the Ministry and CAMDU Curriculum Officers
Action: PLIS / Education Officer - Adult Literacy / CAMDU Curriculum Officers / Regional Education Officers

RECOMMENDATION NO. 51 (p. 73)

That PLIS staff provide leadership with other Ministry units in initiating, developing and hosting parenting programmes
Action: PLIS / CAMDU / Regional Education Officers / Ministry of Health

RECOMMENDATION NO. 52 (p. 74)

That the St. Lucia Teachers' Union work actively with Parent Teacher Associations and Mothers and Fathers Groups to actively involve parents in learning how to help their children read more and use their Branch libraries more effectively.
Action: PLIS / SLTU

RECOMMENDATION NO. 53 (p. 74)

That the St. Lucia Teachers' Union undertake to actively promote reading among its members through use of Teachers Book Clubs and Discussion Groups supported by the Regional Education Resource Centres, the Education Documentation Centre, and the Branch Libraries.

Action: PLIS / SLTU / RRC / EDC

RECOMMENDATION No. 54 (p. 76)

That SLAIRS undertake annual events to promote reading and the use of a variety of information sources by all citizens, and in particular to continue

Book Fair Events in Castries and Vieux Fort

Education Fair

Library Week activities

Action: SLAIRS / PLIS / Branches

RECOMMENDATION NO. 55 (p. 77)

That PLIS develop a long term marketing and public relations strategy, including appropriate staff training, to consistently promote the vision and visibility of the PLIS in the total community.

Action: PLIS / Branches

RECOMMENDATION No. 56 (p. 78)

That PLIS and Branch staff re-examine the kinds of services provided under the heading Reference & Information Services, and seek ways to strengthen this programme with a more professional and in-depth approach.

Action: PLIS / Branches

Recommendations arranged by Stakeholders:

The following recommendations for public library and information services are set out in groups according to the various constituent players. While several recommendations cross over boundaries, there is an attempt to place them first within the category with the perceived major area of responsibility for implementation.

MINISTRY OF EDUCATION

- **PERMANENT SECRETARY** 1, 2, 3, 22, 33, 34, 38, 39, 46
- **HUMAN RESOURCES DEPARTMENT** 1, 2, 3, 6, 15, 20, 33
- **RESEARCH & PLANNING** 24

EDUCATION OFFICERS

- **PRE-SCHOOL** 49, 51
- **ADULT LITERACY**..... 23, 50
- **REGIONAL EDUCATION OFFICERS** 40, 50, 51
- **CAMDU CURRICULUM OFFICERS** 40, 50, 51

SLAIRS 8, 38, 54

ST. LUCIA TEACHERS UNION 47, 52, 53

SCHOOL PRINCIPALS 33, 36, 41, 42, 43, 44, 45, 48

SIR ARTHUR LEWIS COMMUNITY COLLEGE 10, 11, 12, 13, 14, 24, 29

DIRECTOR, NLIS 15, 38

PUBLIC LIBRARY & INFORMATION SYSTEM (PLIS)

- **CHIEF LIBRARIAN** 3, 4, 15, 22, 33, 35, 40
- **ADMINISTRATIVE TEAM**..... 5, 6, 7, 8, 9, 10, 13, 16, 17, 18, 20, 21, 23, 49, 50, 51, 52, 53, 54, 55, 56
- **HEAD, BRANCH LIBRARY SERVICES** .. 16, 19, 30, 32, 35
- **BRANCH LIBRARIANS**..... 18, 19, 23, 30, 32, 35, 36, 37, 42, 44, 45, 55, 56

SCHOOL LIBRARY SPECIALIST 33, 36, 40, 41, 42

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13. *Promoting Reading and Library Use in Your School: A Resource Pack*
15 *Your School Library: How it Works and How to Keep it Working.*

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Appendix 1

Proposal for OCOD Assistance to the Library Service in St. Lucia
Submitted by Mrs. Naula Williams, Director of Library Services

Background

School libraries in St. Lucia are the weakest link in the library services in St. Lucia. There have been several piece meal initiatives for improving the lot of the school library services. These have typically been short courses with no follow up. One of the initiatives of the Central Library was to have started a short survey of the state of the secondary school libraries, but unfortunately only a limited and cursory survey could have been carried out.

A short report was prepared which needs much follow up action, and forms the basis for this proposal.

SCHOOL LIBRARY SERVICES :
STAFF ORIENTATION AND TRAINING PROGRAMME (*)

It is being proposed that a survey of school libraries and their resources be undertaken.

The main objectives being:

1. To assist the Director of Library Services in carrying out an evaluation of the current level of information services and skills programme in secondary schools in St. Lucia.

2. To develop a plan of action for upgrading the training of school library staff including:
   i. orientation to information and technology services to teachers and students;
   ii. awareness of methods of working with teachers and students to develop independent learners;
   iii methods of using existing resources to the best advantage;
   iv making better use of public library services in school programmes.

3. To identify resource persons who can carry out this training on a long term basis.

4. To conduct training programmes according to the plan of action.

5. To evaluate the training programmes by observing and assisting in the schools on a follow-up basis.

Personal Qualifications:
1. Demonstrated experience working in a school library
2. Demonstrated experience in developing and completing surveys of school library programmes.

3. Demonstrated experience in providing leadership and training for school level staff - both library staff and teachers.
4. Demonstrated successful experience working with education administration
5. Willing to model the methods in the training programme with students and teachers in actual work situations.
6. Demonstrated ability to prepare printed materials to support the training programmes to the trainee levels.
7. Willing to undertake a six month (*) project in St. Lucia.

Footnotes:

1. The Director of Library Services had moved to a position with the OECS at the time of the arrival of the consultant.
2. It was recommended by the Librarian-in- Charge and the Director of Library Services that the project should continue, but that Branch Libraries should be investigated as well as the Secondary School Libraries, in order to provide background documentation.
3. The original OCOD assignment was from 15 September to 15 November 1997.
4. At the request of the Librarian-in-Charge, OCOD agreed to extend the project to 12 December 1997.

Appendix 2

Ministry of Education, Culture, Labour & Broadcasting

Mission and Goals

The Ministry has put forward the view that education must be seen as a lifelong process and in three inter related ways:

(a) As basic human need;
(b) As an activity that initiates, sustains, facilitates and accelerates development
(c) As a major force in the transmission of a common culture and common standards of citizenship

The Ministry has listed ten (10) specific perspectives or objectives following on the above position which are as follows:

1. a sense of right and wrong and an appreciation of the necessity to act in ways which contribute to his own welfare, the welfare of his family, and that of the wider community, and to appreciate and understand the dialectic tensions thus involved;

2. a critical understanding of the interdependency of all peoples and cultures and the need to work to foster a greater spirit of mutual understanding among peoples, nations, cultures; in particular, a recognition that his individual future is linked with that of the advancement of all St. Lucians and Caribbean people;

3. appropriate attitudes to learning and the capacity to pursue learning on a lifelong basis;

4. an appreciation for the pursuit of excellence in intellectual, physical, and affective areas;

5. appropriate functional literacy, numeracy, and communication skills;

6. appropriate skills in Science and Technology and computer related areas;

7. a sense of self-reliance and self restraint appropriate to the age level;

8. relevant vocational and prevocational skills (including skills to facilitate further training) appropriate to the age level and the requirement of the world of work;

9. appropriate health and nutritional habits in keeping with the best available information;

10. problem solving skills including the ability to reason, and to gather, interpret and analyse information.

Appendix 3

MINISTRY OF EDUCATION. ANNUAL WORK PLAN 1997 - 98

LIBRARY & INFORMATION SERVICES

Introduction

The four (4) most important arms of the **National Library Information Services** unit are:

The **Public Library System**, with responsibility for the dissemination of information to the public in general, reports to the Ministry of Education. It also includes within its mandate support and services to the school libraries.

The **Government Documentation Centre** is responsible for maintaining and circulating all government documents and for the co-ordination of information units with the various Ministries. It reports to the Ministry of Planning.

The **National Archives** with responsibility for the preservation of historical documents, reports to the Prime Minister's Office.

The **Sir Arthur Lewis Community College Library** which is responsible for the library and information services to the campus, for continuing education programmes off campus, for the training programmes in the Library Technician Training Program, and for the library and information training courses to the students in the Teacher Education programme. This agency reports to the Principal of the College, and to the Board of Governors of the College in relation to the Ministry of Education.

The **Director of Library Services** is in a position to bring these services together into one co-ordinated Information Services Unit. However, in the absence of a current Director of Library Services, co-ordinating meetings are planned to draw together the action plans from each of these agencies.

Mission Statement for the National Library Information Services

The National Library Information Service is to provide leadership in the development of an integrated information service to all citizens, including access to resources, dissemination of information, and to provide storage and archival management of all historical and cultural materials for the nation.

Reasonable Goals and Objectives for the National Library Information System would include:

1. To initiate and maintain discussion among the four major agents in the National Library Information System to co-ordinate activities, and to share in projects of mutual interest and concern

2. To provide a quality information services programmes through the Central Library and the Branches to meet local information needs

3. To provide leadership in, and facilitate the training of employees working in library and information systems, both locally and abroad

4. To manage the technical aspects of information services in an effective and efficient manner

5. To work with the Library Board to support a quality information service that is responsive to the needs of the community

6. To encourage an expanding information network among information providers, locally, nationally and internationally.

7. To communicate the role of libraries and information services to educators and policy makers.

Mission Statement for Public Library Services

The Public Library system is charged to provide quality library and information services to all the citizens of St. Lucia, and to develop programmes that help them learn how to become both independent users and life-long learners.

Structure

The Public Library is the institution charged with providing information services to the community, through the Central Library and 15 Branch Libraries strategically located around the island.

In addition, service is provided to the schools through a designated Ministry of Education book purchasing program. Consultative and management assistance is provided from time to time. Some training programs are also held.

A Library Board acts in an advisory capacity to the Ministry.

Goals for the Public Library System:

Goal 1: To participate in discussions among the four major agents in the National Information System to co-ordinate activities, and to share in projects of mutual interest.

Objectives:

O.1.1 To participate in meetings held quarterly with the Documentalists in each of the related institutions to develop collaborative plans for presentation to the Permanent Secretaries, regarding

.01 Compatibility of electronic information systems
.02 Training for use of electronic tools
.03 Management and communication training needs

Strategies:

S.1.1.1 Participate in meetings of the stakeholders to prepare a presentation to the Permanent Secretary
S.1.1.2 Contact expertise in the area of networks and systems to assist in preparing the details for submission
S.1.1.3 Share information about electronic tools that are on the Island or in the Region that may be accessed
S.1.1.4 Encourage the Ministries to provide expertise in training in management and communications

O.1.2 To work together to inform the public about the services that are available from each institution, with special attention to schools.

Strategies:

S.1.2.1 Share printed documentation and brochures on the services that are available to citizens and schools from each of these institutions

S.1.2.2 Access the public media so that general citizens may be aware of services from each component in the Information Network

S.1.2.3 Arrange for orientations on site, with school personnel from libraries and content areas, for each Network component, so teachers will know what resources are available for use when planning student assignments

S.1.2.4. Prepare exhibits for career fairs or other public events to describe the services available

Goal 2: To provide a quality information services program through the Central Library and Branches to meet local information needs

Objectives

O.2.1 To prepare a Handbook of Policies and Procedures for each of the units in the Central Library

O.2.2 To do a work flow study to see that each unit is operating at appropriate efficiency level

O.2.3 To work with the Library Board to conduct a user satisfaction survey, and to evaluate the data in terms of adjusting the services

O.2.4 To review the operation of each Branch Library in terms of services provided, client base served, and potential for development

O.2.5 To upgrade Branch Libraries so that they can provide community information bureaux, which will provide the focal point for access to Government information within the community

Strategies:

S.2.1.1 Have each unit review and update its section of the current Handbook of Policies and Procedures

S.2.1.2 Compile changes to Administrative Regulations respecting the operation of the service

S.2.1.3 Draft policies and procedures for the management of the new technologies

S.2.2.1 Conduct the workflow, and adjust procedures accordingly to sustain quality services

S.2.3.1 Assign a staff member to draft a user satisfaction survey

S.2.3.2 Conduct the survey, analyse the data, and participate with the Board in determining ways the service can be improved

S.2.4.1 Assign the Branch Librarian to set up a process to review the services of each Branch library with special attention to the user satisfaction, client base served, potential client base for development, and alternative services for implementation

S.2.5.1 Ensure that all Branch libraries are on the general distribution lists for government publications for use by the general public.

Goal 3: To provide leadership in, and facilitate the training of employees working in library and information systems, both locally and abroad

Objectives

O.3.1 To work closely with colleagues at Sir Arthur Lewis Community College to develop a comprehensive training package to provide a cadre of workers trained to meet the changing information needs of society

O.3.2 To invite local or visiting experts to meet with the staff on a unit or group basis to keep up to date on the trends in library and information services

O.3.3 To assist the St. Lucia Association for Information Resource Services (SLAIRS) to offer workshops to keep staff aware of new programmes and services, including new technologies

O.3.4 To facilitate the attendance of key personnel to regional and international conferences as appropriate to their needs

O.3.5 To assist Board Members and Ministry Officials in their awareness of trends in information services

O.3.6 To ensure that employees in the Central Library and its Branches are familiar with computer operations, library automation, and Internet programmes that are being used, and to develop training packages for them according to the needs of their work

O.3.7 To seek to have trained teacher-librarians in the secondary schools.

O.3.8 To begin to provide library services with trained personnel in the elementary schools

O.3.9 To broaden the human resources base in the information services field

Strategies:

S. 3.1.1 Provide assistance in the training programme as appropriate with advice, expertise, and resources

S.3.2.1 Participate in a proposal with OCOD to provide a consultant to work with the Public Library and the Secondary Schools to assess stages of development and to assist in training programmes.

S.3.3.1 Provide facilities, resources, or equipment for training sessions

S.3.3.2 Encourage staff to attend sessions by providing release time

S.3.4.1 Maintain a file of information of forthcoming conferences as appropriate to the field

S.3.4.2 Assist in finding funding and release time to have a staff member or Board Member attend a relevant conference

S.3.5.1 Route relevant material to colleagues to keep them abreast of developments and concerns

S.3.5.2 Prepare briefing papers on upcoming issues for the appropriate officers and colleagues

S.3.5.3 Arrange to have discussions with leaders on the changes that need to be undertaken in the service

S.3.6.1 Develop training modules for all new technologies introduced into the system

S.3.6.2 Offer training programmes using these modules for staff

S.3.6.3 Arrange to have staff go to other sites in order to learn how to

use new technologies if necessary

S.3.6.4 Monitor the various work stations to see that the technologies are being used appropriately and as extensively as possible for the service unit

S.3.7.1 Work with Principals to develop an understanding of the changed role for teacher-librarians in schools, and enlist their assistance in recruiting appropriate candidates

S.3.7.2 Recruit certified teachers with leadership potential to pursue further education in librarianship and information services

S.3.8.1 Prepare a proposal to have a consultant in elementary school libraries assess the level of school library and information services development, with recommendations for growth

S.3.8.2 For elementary schools that show an interest, begin offering the same services as are now provided for secondary schools

S.3.9.1 Encourage individuals already in the service to proceed to obtain university degrees in the subject specialities

S.3.9.2 Recruit individuals with first degrees in subject specialities and to encourage them to pursue additional training in library and information services fields

Goal 4: To manage the technical aspects of information services in an effective and efficient manner

Objectives

O.4.1 To provide electronic access to information resources both in the holdings of the Central Library and Branches and through other institutions

O.4.2 To install an Internet connection in the library, with public access for user fee from the Reference Services Department

O.4.3 To improve communications between the Central Library and the Branches

O.4.4 To review the performance of each employee to ensure that he/she understands the responsibilities of the specific job, and is carrying it out to the best of his/her ability.

O.4.5 To review aspects of time management to see that all services are provided as efficiently as is practical.

O.4.6 To review the operations of the building to see that it meets national standards for lighting, cooling, cleanliness, safety, and the needs of handicapped persons.

O.4.7 To bring to the attention of Public Works issues that need attention in the area of repairs and maintenance.

O.4.8 To investigate the possibility of improving existing Branch facilities and services

O.4.9 To develop a plan for the expansion of Branch Library services in Bexon area, Corinth, Jacmel, LaClery, The Mabouya Valley, and Bookmobile services in other areas.

Strategies

S.4.1.1. Develop project proposals for computers, copiers and related technologies for the Central Library and the 15 branches

S.4.1.2 Continue to upgrade the automation equipment at the Central Library
S.4.1.3 Complete the development of an electronic database for the Central Library
S.4.1.4 Institute a materials circulation system that will be done using on-line access
S.4.2.1 Develop a policy for the use of the Internet by the Public in the Reference Unit, including user fees
S.4.3.1 Use the Internet to provide information to the Branches
S.4.3.2 Maintain regular meetings with Branch Librarians
S.4.3.3 Visit the Branches on a regular basis
S.4.4.1 Review each staff job description with the person occupying the position
S.4.4.2 Evaluate the level of performance for each individual
S.4.4.3 Develop a strategy for personal improvement for those individuals where it is necessary, and supervise its operation
S.4.4.4 Provide appropriate task specific training for employees who need to improve their performance.
S.4.5.1 Offer a workshop on time management to all staff
S.4.5.2 Engage the staff in examining how their personal work time can be used more effectively
S.4.5.3 Reward staff who perform well, and who use their work time well
S.4.6.1 Seek ways to make the facilities more user friendly for persons with handicaps
S.4.6.2 Provide for quality air flow in all service units
S.4.7.1 Report issues which need repairs and maintenance promptly, and do regular follow-up to get the appropriate changes made
S.4.8.1 Review the facilities in each of the branches
S.4.8.2 Prepare briefing papers and proposals for the Board with respect to areas which need to have new services provided
S.4.8.3 Develop briefing papers and a plan for the implementation of bookmobile services in new areas

Goal 5: To work with Library Board to support a quality information service that is responsive to the needs of the community

Objectives

O.5.1 To meet quarterly with the Board to review programs and services, and to discuss development of new services
O.5.2 To enlist the assistance of the Board in promoting the library and information services to adults and to the business and cultural communities
O.5.3 To encourage a Board member to attend a regional library conference
O.5.4 To enlist the support of the Board in presentations to the Permanent Secretary with respect to the staffing positions for the Director, Chief Librarian, and Schools Library Specialist.
O.5.5 To involve members of the Board in media campaigns to promote the information

services dimension of the library programs

Strategies:

S.5.1.1 Request that the Permanent Secretary reconstitute the Library Board as allowed in the legislation

S.5.1.2 Invite the Board Members to a thorough tour of the Central Library and the Branches by holding meetings in the various locations throughout the year.

S.5.2.1 Involve Board Members in public relations activities that would invite adults to be more frequent users of the facilities

S.5.2.2 Meet with members of the business community to enlist their assistance in developing services, collections and facilities

S.5.3.1 Provide information for the Board to enable them to attend an appropriate regional conference

S.5.4.1 Prepare briefing papers on the urgent need for administrative staff to be appointed

S.5.5.1 Conduct a systematic media campaign to promote the library as a place for all citizens

Goal 6: To encourage an expanding information network among information providers, locally, nationally and internationally.

Objectives:

O.6.1 To encourage the development of a national information network as soon as possible to connect all public library branches, National Documentation Centre, National Archives, Sir Arthur Lewis Community College Library, School of Music Library, all secondary schools, all special libraries, NGO libraries, and other local databases.

O.6.2 To connect to available databases in Government Departments, such as Education Field Offices, Statistics Department etc.

O.6.3 To serve as a legal depository for all publications created and produced on the island.

O.6.4 To regularly submit documentation about publications in, on, or by St. Lucian's to international databases such as ERIC Clearinghouse

O.6.5 To access resources using Internet from various information providers according to the client needs.

Strategies:

S.6.1.1 Participate in meetings to present proposals for the systematic implementation of the National Library Information Network

S.6.1.2 Enlist the support of the Library Board in advocating the start of the Network

S.6.2.1 Set up electronic systems to connect to related databases

S.6.2.2 Develop policy and procedures for accessing electronic data bases by users in the Reference Service

S.6.3.1 Prepare a briefing paper on the benefits of having a legal deposit system for all publications on the Island, and why the

National Library Information Network should be involved in arranging for the housing of these materials

S.6.4.1 Initiate a regular process for having St. Lucian documents submitted to international clearinghouses and databases

S.6.4.2 Advertise this service to local writers, publishers and producers as a free service for information sharing

S.6.5.1 Develop a policy on the use of Internet in the library, including related user fees

Goal 7: To communicate the role of libraries and information services to the educators and policy makers

Objectives:

O.7.1 To develop a nation of independent, self-directed, life-long learners

O.7.2 To work with the Adult Education Department to provide literacy materials and support for their programs

O.7.3 To work with the Pre-School Unit to develop family literacy initiatives

O.7.4 To develop information services within schools to support the curriculum

Strategies:

S.7.1.1 Submit briefing materials to the Permanent Secretary and Chief Education Officers on a regular basis concerning the implementation of the information networking systems in the Central Library

S.7.1.2 Prepare an annual report in a format that will make it useful as a tool for promotion with business and community leaders.

S.7.1.3 Prepare promotional brochures to be used with the general public

S.7.1.4 Work closely with all clients to help them become self-directed in the use of library and information services

S.7.1.5 Provide a regular column on the role and use of information services to the local media

S.7.1.6 Ensure that newsworthy items are distributed by press release as soon as they arise

S.7.1.7 Arrange radio / television panel discussions on the role and function of the modern library and information services

S.7.2.1 Meet with the Adult Literacy Department leaders to discuss ways that the library program can facilitate their programmes

S.7.2.2 Assist in providing resources for Adult Literacy programmes

S.7.2.3 Ensure that material appropriate to Adult Literacy classes are available from the library and its branches

S.7.3.1 Meet with Ruby Yorke, Co-ordinator of the Pre-School Programme to discuss ways the library can support the family literacy programmes

S.7.4.1 To meet with educators in elementary and secondary schools to discuss the developments in school library services, and to plan for implementation of changes in services in their schools

S.7.4.2 Work to arrange a conference or seminar for Principals on the changing role of school library information centres in the curriculum

S.7.4.3 Distribute information to Principals on the scope and activities of model school library programmes

S.7.4.4 Enlist the support of the Teachers Union in promoting reading and information study skills

S.7.4.5 Arrange for school orientation tours throughout the year, and especially with all Primary classes from all schools

Priorities:

P.1. To fill the position of Director of Library Services

P.2. To fill the vacant position of Chief Librarian

P.3. To establish a position for School Library Specialist

P.4. To expand the professional staff component of the Central Library

P.5. To ensure that the Central library actively participates in efforts to co-ordinate the National Library Information System

P.6 To complete the data entry for the library automation system

P.7 To implement the library automation system, and train staff to operate it

P.8. To advertise the changes in circulation procedures to the public

P.9 To plan to install an Internet system in the Reference Services Department initially for use by the Reference Staff, but progressively by clients on a fee for service basis

P.10 To develop and actively assist in providing training programmes staff development particularly in the areas of:

10.1 Library automation application

10.2 Internet applications

10.3 Storytelling, esp. for Branch Librarians & Teachers

10.4 Time Management for all staff

10.5 School Library Information Service programmes

P.11. To review all building facilities, and to consider development proposals for combined school and public library services

P.12. To work with SLAIRS (St. Lucia Association for Information Resource Services) to develop an Independent Learning Skills : Scope and Sequence Program for use in all schools and in the Teacher Education programme

ACTIVITIES

March-April	Easter Craft Programs
June- July	Book Fair
July- August	Summer program - island wide
Nov. - Dec.	Annual Library Week Activities
December	Christmas Craft Programs
Saturday	Story hours - island wide

Pre-School Story hours, as arranged in co-ordination with the Pre-School Unit, during the school term

Library Orientation tours for primary level students during the school term

Participation in annual Education Fair and Career Showcase to promote library and information services as a career alternative for students

Host distinguished speakers and lecturers in the community, during special activities or festivals, e.g. Nobel Laureate Week (January), Independence (February), La Rose Festival (August), National Day, (December)

Host exhibitions and displays appropriate to festivals / cultural and international events

Respectfully submitted by
Mrs. Andreuille Nurse
Librarian II

September 1997

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Appendix 4

Branch Library & Information Service Staff

Christina Alcide	Babonneau Library
Daniel Joseph Augustin	Deruisseaux Library
Jeannette Auguste	Vieux Fort Library
Madge Delmar	Babonneau Library
Lindo Desir	Anse La Raye Library
Angella Emmanuel	Monchy Library
Kadian Grace Emmanuel	Roblot Library
Maryanna Eristhee	Deruisseaux Library
Antonia Ernest	Soufriere Library
Egbert Fanus	Micoud Library
Melinda Faucher	Choiseul Library
Mary Francis	Canaries Library
Adria George	Micoud Library
Perpetua James	Dennery Library
Marcelline Jackson	Soufriere Library
Kathleen Jn Baptiste	Marchand Library
Dawn Leonce	Vieux Fort Library
Justin Leopold	Mongouge Library
Thomasias Remy	Laborie Library
Sally Rosemond	Gros Islet Library
Justina Toussaint	Micoud Library

Appendix 5
Branch Library & Information Services Survey,
St. Lucia, West Indies October 1997

Prepared and administered by Gerald R. Brown, Consultant, OCOD & Ministry of Education, in collaboration with the St. Lucia Public Library Services

1. Branch Name: _____
   1.1 Phone No. _____ 1.2 FAX no. _____
   1.3 E mail address _____

2. Member Registration:
   2.1 Student registrants as of Sept 30 _____
   2.2 Adult registrants as of Sept 30. ...._____
   2.3 Approx. population of the area served
   by this Branch ....._____
   2.4 List the names of the communities served by this Branch Library
   _____

3. Library & Information Services Staffing
   3.1.0 Branch Librarian's Name: _____
   3.1.1 Hours per week in the library ....._____
   3.1.2 Years of Experience in Library..... _____
   3.1.5 Other areas of work experience _____
   _____
   3.1.6 Describe your training in library & information services
   _____
   _____
   3.2.0 Name of Library Technical Assistant : _____
   3.2.1 . Hours per week in the library ....._____
   3.2.2 Years of experience in the library ....._____
   3.2.3 Describe your training in library & information services
   _____
   _____
   3.4.1 Number of trained student assistants who work in the library ....._____
   3.5.1 Number of adult volunteers who work in the library....._____

4. Hours of Service, and which services are available

		Circulation	Reference	Reading	Quiet Study
4.1	Morning	_____	_____	_____	_____
4.2	Afternoon	_____	_____	_____	_____
4.3	After School	_____	_____	_____	_____
4.4	Evening Hours	_____	_____	_____	_____
4.5	Comments: _____				

5. What percentage of the library timetable is booked for library tours ? _____%
5.6 Comments: _____

6. Handbook
   6.1 Is there a Handbook of library operations ?.....Yes ___ No ___
   6.2 When was the Handbook last revised ?.....
   6.3 Is there a Student's Library Handbook ?.....Yes ___ No ___
   6.4 When was the Student's edition last revised ? .....
   6.5 Comments: _____

7. Automation:
   7.1 Does the library have a telephone ? ..... Yes___ No ___
   7.2 Does the library staff have access to a computer ? .....Yes ___ No ___
   7.3 Is the library catalogue automated ? .....Yes ___ No ___
   7.4 Is there a CD-ROM reader in the library ? .....Yes ___ No ___
   7.5 If "NO" the above three questions, is there a plan to introduce these services into the Branch library information centre in the near future ? .....Yes ___ No ___
   7.6 Comment _____
   _____

8. Collection Development

   8.1 No of titles in the Fiction collection .....____
   8.2 No of titles in the Non-fiction collection ..... ____
   8.3 No of other titles specified as Reference or Non-Circulating____
   8.4 No of titles in the Special Collection ..... _____
   Comments: _____
   _____
   8.5 What percentage of the collection is in paperback ..... _____%
   8.6 No of periodical titles regularly received ..... _____
   8.7 No of audio visual items in the collection ..... _____
   8.8 No of computer software programs in the collection ..... _____
   8.9 No of CD-ROM packages in the library ..... _____
   8.10 Is there a separate picture file collection .....Yes __ No ___
   8.11 Is there a separate Vertical File collection ..... Yes __ No ___
   8.12 How many volumes were weeded from this collection during 1996..... ____
   8.13 How many volumes were sent to the Bindery in 1996 ? ____
   8.14 Was an inventory undertaken in 1996 ? .....Yes __ No ___
   8.15 Comment: _____
   _____

8.16 What proportion of your collection is duplicated at the local School Library ? ..... _____%

8.17 Would a combined school & public library service be an asset in your community ? .....Yes___ No ___

8.18 Would the Branch Librarian be willing to alter working hours to provide service to the community in a joint or combined school -public library facility ?.Yes ___ No ___

8.19 Comment _____

_____

9 PROGRAM DEVELOPMENT

Check which items are the most common practise for the Branch Librarian. More than one item may apply.

9.1 INDEPENDENT USER SKILL DEVELOPMENT

___.1 provides consultation to individual teachers regarding teaching/ learning materials and equipment

___.2 participates in program and / or unit planning with individual teachers

___.3 provides directional services, e.g. produces pamphlets, signs, maps, and sections to school student handbooks describing the arrangement and services in the Branch Library

___.4 provides sessions on library orientation for new members when they arrive

___.5 provides sessions for adult literacy programmes in the community

.6 Comments: _____

_____

___.7 assists clients in the use of computer programs

___.8 assists clients in the use of CD-ROM programs

___.9 assists clients in the use of Internet and similar technologies

.10 Comments: _____

9.2 LITERACY & LITERARY APPRECIATION

___.1 provides reading guidance to individuals

___.2 provides reading guidance to groups, including book talks, reading lists, displays, etc

___.3 provides a forum for members to discuss titles, topics or themes in literature or the arts

___.4 works with adult groups in the community to emphasises the use of literature and the arts in regular family living

___.5 operates a regular Saturday children's hour reading program

___.6 runs a summer programme of children's library activity

___.7 engages local authors, artists or performers to do presentations in the library

.8 Comments: _____

9.3 PUBLIC RELATIONS

___.1 plans and implements a publicity program in the community, such as displays, exhibits, new releases in the community paper
___.2 initiates opportunities to talk to parent groups, student groups, clubs
___.3 sponsors book sales, or exchanges of materials
___.4 maintains interpersonal communications with staff, students, parents and volunteers
.5 Comments: _____

9.4 REFERENCE AND INFORMATION SERVICES

___.1 maintains a basic collection of specialised and reference tools for clients to use for self help
e.g. atlases, dictionaries, almanacs, encyclopaedias, etc
___.2 provides assistance in identifying and locating material in the library system
___.3 assists in locating information or material elsewhere in the community
___.4 notifies the clients of new materials, software, equipment and services on a regular basis
___.5 routes material or information regularly to clients with special interests
___.6 compiles bibliographies in response to user needs or on subjects of continuing interest
___.7 answers reference and information questions for users
___.8 maintains a file of "Frequently Asked Questions" responses for quick reference
___.9 Maintains files or data bases of Government Information for ready reference
.10 Comments: _____

9.5 ACCESS TO MATERIALS, EQUIPMENT AND SPACE

___.1 provides an efficient circulation system for materials in all formats
___.2 provides space in the library for
___ .2 students to work individually or in small groups
___ .3 audio visual equipment to be used with small groups
___ .4 special collections, e.g. reserve books, etc
___.5 operates an interlibrary loan system with sources outside the local branch
___.6 maintains a file of highly desired purchases for quick selection
___.7 maintains an up-to-date collection of publishers catalogues, or has access to same on a regular basis
___.8 maintains accurate records of materials acquired, costs and sources
___.9 maintains a catalogue for use by the public which indexes all resources in the library system's collection
.10 Comments: _____
_____

10 SCHOOL LIBRARY & INFORMATION SERVICES

10.1 Where is the nearest Secondary school library ?_____
10.2 Who is that Secondary school librarian _____
10.3 Where is the nearest Primary school library ? _____
10.4 Who is that Primary school librarian _____
10.5 What proportion of the Secondary students have library cards ? _____%
10.6 What proportion of the Elementary students have library cards ? _____%
10.7 Does the Branch receive notification in advance of assignments that are being planned in the school ?.....Yes ___ No___
10.8 Who relays this information ? _____
Comment: _____
10.9 Are books borrowed from the Central Library for the duration of a project with the school ?.....Yes ___ No ___
10.10 Do the schools plan for regular tours of the Branch Library before assignments are given which require use of those facilities ?.....Yes ___ No ___

CONCLUSIONS

11. What are the most important priorities for your Branch Library in order to be able to move forward in the information services area ?

11.1 for facilities? _____
_____

11.2 for students & teachers ? _____
_____

11.3 for the library & information services staff ? _____
_____

11.4 for the Adult clients generally ?
_____
_____

11.5 Are there any other comments that you feel should be recorded so that they could be entered into some aspect of the final report to the Chief Education Officer ?

It is hoped that this report will provide benchmarks of the current status of Branch Libraries and secondary school libraries in St. Lucia, and that the recomendations will be useful in structuring a library and information service that will be highly regarded in the future.

Thank you very much for your assistance

Appendix 6

St. Lucia Association of Information Resource Services (SLAIRS)

Staffing Schedule for St. Lucia Library & Information Services: A Position Paper

Civil Service	Library Service Title	Starting Salary	Qualifications	Level	Grade
1	Library Attendant 1	675.00	School leaver	Support	
2	Library Attendant 2	880.00	" + Lib Cert. (250 hrs)	Support	
3	Library Assistant 1	1085.40	5 CXC 's	Clerical	
4	Library Assistant 2	1290.60	" + 2 yrs experience	Clerical	
5	Library Assistant 3	1495.00	A Levels	Clerical	
				Technical	
6	Library Technician 1	1711.80	SALCC Diploma or Associate Degree		
7	Library Technician 2	1954.80	LTA Certificate, with less than 5 yrs experience		
8	Library Technician 3	2197.80	LTA Certificate, plus 5 years of experience		
9	Library Technician 4	2403.00	LTA Degree or LTA Cert or Associate Degree and 7 years experience		
				Professional	
10	Library Associate	2619.00	Bachelor's Degree or Professional Subject Qualifications or Teacher-Librarian with Teaching Certificate		
11	Librarian 1 *	2856.00	BLS, no experience (3 yrs at UWI, Mona)		
12	Librarian 2	3094.20	Postgraduate Diploma or Master's Degree in Library or Information Studies, but no experience or Teacher's Certificate, with BLS, less than 5 years		

* Should jump the next grade

continued ...

Appendix 6 continued

St. Lucia Association of Information Resource Services (SLAIRS)
Staffing Schedule for St. Lucia Library & Information Services:
A Position Paper

Civil Service	Library Service Title	Starting Salary	Qualifications	Level	Grade
continued:				Professional	
13	Librarian 3	3331.80	BLS with 5 yrs experience or Postrgraduate Diploma or Master's Degree in Library or Information Studies plus two years experience		
				Administrative	
14	Librarian 4 (Head of Department)	3537.00	BLS with 7 yrs experience or Post Graduate Diploma or Master's Degree in Library or Information Studies plus 5 years experience (2 of which must have been supervisory)		
15	Librarian 5 * (Chief Librarian)	3758.00	BLS and 10 years experience		
16	Librarian (Chief Librarian)	4028.00	Postgraduate Diploma or Master's Degree in Library or Information Studies with 10 years experience		
17	Librarian 7 (Chief Librarian)	4201.00	Professional Qualifications in Library or Information Studies with further training in relevant fields (Management, Public Administration, Education) and 10 years of experience		
18	Librarian 8	4433.00	Professional training in Information Graduate Qualifications in Management with 10 years of administrative experience		
19	Librarian 9	6300	Professional training in Information and Graduate Qualifications in a Subject Specialty with evidence of increasing administrative responsibility.		
20	Librarian 10 (Director of Library Services)	7200.00	Professional Training in Information & Graduate Qualifications in Management and 18 years experience		

* Should jump the next grade

Document approved at SLAIRS General Meeting, 18 October, 1997

Appendix 7

Central Library of St. Lucia

Current List of Periodicals

* indicates a title indexed in Reader's Guide to Periodical Literature.

* The Americas
* Antiques & Collecting
Awake
The Beijing Agenda
*Better Homes & Gardens
Better Nutrition
Boy's Life
* Business Week
Cajanus
CC Press Release (Caricom)
CCS Current Awareness Service Article (C'bean Community Secretariat)
CDS Current Awareness Bulletin (C'bean Documentation Centre)
CTCS Network News (C'bean Technological Consultancy Services)
Ceramics
Ceres
The Chinese Pen
Consumer's Research
* The Courier
The Crusader
The Daily Express
The Daily Mirror
* Dance Magazine
D & C: Development & Cooperation
* Ebony
The Economist
* Electronics Now
Environmental Health Perspectives
European Union
* Forbes
Free China Review
* Good Housekeeping
Harper's Bazaar
Highlights for Children (Children's Magazine)
Home Companion
Home Mechanix
* Hot Rod
Industry & Environment

continued next page

Appendix 7 St. Lucia Central Library. Current List of Periodicals p. 2 of 2

Jack & Jill (Children's Magazine)
* Ladies Home Journal
* Mademoiselle
* Motor Trend
National Enquirer
* National Geographic World (Children's Magazine_
New Law Journal
* The New Yorker
* Newsweek
Nyam News
One Country
Pediatric Basics
*Physics Today
Planning Week
* Popular Mechanics
* Popular Photography
* Redbook
* Science
Shell World
Sinorama
Stamp Magazine
The St. Lucia Gazette
Stop Disasters (also Caribbean Disaster News)
* Time Magazine
UNESCO Sources
* Vogue
The Voice
World of Work
* The Writer
Writer's Digest

* Titles indexed in *Reader's Guide to Periodical Literature*

We also stock pamphlets, newsletters, and bulletins on different issues, e.g. conservation, the environment -- and Organizations such as the United Nations, the Pan American Health Organization (PAHO) etc.

Feel free to visit our PERIODICALS DEPARTMENT

Compiled September 1995

Distributed December 1997

Appendix 8

Ideas on Training for UNISON and how UNISON can help the Library

Who to train

Superviser

Person identified :- Ms Valerie King

Ms King is the librarian responsible for the Branch Libraries and has computer knowledge.

It is important to have at least one person who has an overall understanding of how Unison works and what it is capable of doing. There needs to be someone to train others in their particular tasks, indeed, it is so important that there should preferably be two people with the overall view, logically this would be the Director of Library Services.

Issuing System

People identified :- Staff at the issue desk/s

Initially this would be staff in the Central Library, later on all those working in the branches.

The majority of Library staff would need to know how to use this, as staff duties are circulated.

It could be worth considering having just one issue/return point at the reception desk at the main entrance.

Book Enquiries

People identified :- Staff at enquiry desks and clients

Initially this would be staff in the Central Library, later on all those working in the branches.

Both groups need to know how to find information/ books via the computer. This will eventually extend to using the Internet, but local files can also be created for St Lucia eg education, health care etc.

All the different libraries, institutions, ministries can be eventually linked via an Intranet (a regional version of Internet)

Appendix 8 continued

Statistics

Person identified :- Director of Library Services

The Director needs to be able to produce statistics via Unison for her own use and for reports, to support discussions.

Heads of Departments and Branch Librarians would also find the statistics invaluable to help them identify the strong points and weak points in their branches.

Cataloguing

Person identified :- the person/s responsible for cataloguing

Unison should considerably speed up the cataloguing of books, as books can be directly added to the computer thus cutting out a lot of the time-consuming typing. The process can be speeded up even more by using "retrospective cataloguing" systems, like LaserQuest or Book Find. These are CDs which already have vast amounts of books stored on them. Information can be exported to Unison. Using these systems also means you don't have to have such well-trained cataloguers as the CDs can provide the information.

This would be a good opportunity to examine the whole cataloguing process to see where the hold ups occur and to see how Unison would help.

At the cataloguing stage it will be possible to identify where the book will be going.

General Ideas

A new system means we can look at the whole of the library and see what needs changing. It's a new opportunity to train staff. Once staff start using computers it makes them look more "High-tech", professional and modern to the patrons; it helps to dispel the old fashioned view people have of librarians; they can gain more respect and confidence. It's an opportunity to boost the staffs' attitude to their work and their pride in it. St.Lucian Librarians will be playing an important role in improving St.Lucia. After I had computerised my school library I was taken much more seriously by colleagues – I was still doing the same job, but I was perceived very differently.

Prepared in November 1997 by John Blythe,
Volunteer Services Overseas Work
from England

Appendix 9

ST. LUCIA PUBLIC LIBRARY
Staff Inservice Session

Presenter: Gerald R. Brown
OCOD Researcher

19 November 1997
Time: 2 hour

1. Introductions & Objectives
    1. To allow staff to become award of the scope of the project
    2. To encourage staff to discussion the mission, objectives and strategies of the Library Plan of Action for 1997-98
    3. To consider current stages of operations and examine strategies for change, esp. as related to automation
    4. To discuss the tasks that need to be undertaken by each department as a result of the recommendations of the project

2. Personal background information

3. Scope and design of project to involve both school and public libraries

4. Factors in the Change Process
    - .1 Awareness of self
    - .2 Role in the organisation
    - .3 Commitment to the Organization
    - .4 Willingness to accept responsibility for change

5. Awareness of the current status of libraries in St. Lucia today

6. What is the modern role for public library services.
    - 6.1 Staff and Line relationships (chart)
    - 6.2 Job Descriptions
    - 6.3 Supervisory roles
    - 6.4 Time Management
    - 6.5 Work Efficiency - Time on Task / Modelling

7. Procedures Manuals

8. Tasks for immediate attention
    - 8.1 Adult / User education
    - 8.2 Student Orientation / Education / Projects / Tours / School visits
    - 8.3 Periodicals lists / Indexes
    - 8.4 Young Adult Services
    - 8.5 Exhibits / Displays / General Decor
    - 8.6 Automation: Plan of Action / Time Lines / Learning curves
    - 8.7 Public Relations
    - 8.8 Workshops

9. Summary and Closure

Appendix 10

BRANCH LIBRARIANS' WORKSHOP

UWI University Centre / Sir Arthur Lewis Community College Campus
Monday *24 November 1997* 9:00 a.m. - 3:30 p.m.

Leaders: Mrs. A. Nurse, Librarian - in - Charge
Ms. V. King, Branch Library Head
Mr. G. Brown, OCOD Consultant

AGENDA

1. Opening Activities
- Introductions, Name Tags, Attendance Sheet, Luncheon Menu Choices, Time Frames

2. Project Scope, Purpose and Report
- 2.1 What did the questionnaire and site visits show ?

3. Change Process: Are You a Turtle ?

4. Ministry of Education ACTION PLAN 1997 - 98
- 4.1 Where do Branch Libraries fit into the System ?
- 4.2 Analysis of the Strategies
- 4.3 Examining the Priorities

5. Opening the Gates to the New Library
- Library Association Record 99 (11) Nov 1997 p. 575
- 5.1 Analysis & Synthesis of the Article
- 5.2 Implications for St. Lucia

6. All Education Begins with A Vision - Presentation

7. Implementation Tasks
- 7.0 Job Descriptions
- 7.1 Accuracy of Statistics
- 7.2 User Education
  - 7.2.1 Orientation & Tours .. what, why and how
  - 7.2.2 Library Rules .. which ones and why
  - 7.2.3 Research Handbook - Sample
- 7.3 Visual Impacts
  - 7.3.1 Exhibits and Displays
  - 7.3.2 Posters
  - 7.3.3 Bulletin Boards
- 7.4 Public Relations
  - 7.4.1 Citizen Councils
- 7.5 Training and Workshops

8. Recommendations

9. Synthesis & Summary

Appendix 11

BRANCH LIBRARIANS' WORKSHOP
EVALUATION REPORT

UWI University Centre / Sir Arthur Lewis Community College Campus
Monday 24 November 1997 9:00 a.m. - 3: 30 p.m.

No of respondents: 18

1. How do you feel about the workshop (interesting, relevant, etc.) ?
   5 73 % 4 27 % 3 2 1

2. How do you feel about the atmosphere of the workshop (Opportunity to ask questions, etc.) ?
   5 67 % 4 33 % 3 2 1

3. How do you feel about the physical arrangements and comfort of the workshop ?
   5 17 % 4 76 % 3 7 % 2 1

4. How do you feel about the presentation of the workshop ?
   5 78 % 4 22 % 3 2 1

5. How do you feel about future workshops ?
   5 64 % 4 22 % 3 7 % 2 7 % 1

6. Best features of the workshop
   - Opportunity to discussion in groups, and then share the results
   - Having our suggestions heard, and the reactions of others
   - Work on the action plan (This comment was noted 11 times)
   - Appreciated hearing from other colleagues on the topics
   - Everything that was shared was worthwhile
   - Doing away with the NO signs and getting a more friendly approach
   - Ways to encourage more people to use the library
   - Awareness of access to Highlights, and how we can use them
   - Future plans and directions
   - Information sharing
   - Practical new ideas to incorporate into our daily operating of our libraries
   - Sharing our views and ideas together, and having them accepted as valid and okay
   - It was an inspiring, interesting and well-presented in terms of materials and practical ideas.
   - Variety of methods used in dissemination of information .. very interesting to watch the processes in action. How do we learn more of these ?
   - We need more co-operative sharing of ideas, and distribution of successful things we have done in our libraries
   - The emphasis on career rather than just a job
   - All the free materials that were supplied.

7. Least favourable feature of the workshop

- It was too short in terms for those of us who are hungry for information and ideas on how we can do our job better
- Not enough time to discuss the Action Plan
- Sitting too long ... use shorter workshops
- Not all the staff contributed .. we don't know where they are on the team
- More group work please
- Why did Miss King not do more of the presentations
- Sharing of the give-aways ... why are people so selfish and noisy
- The way some people think the only way to get an idea across is to shout above others when they are talking
- People who continue to talk while the presentation is being made
- Colleagues who give long and rambling answers
- Participants who insist on muttering why an idea wont work, or that we have done that already

8. Comments:

- More of these workshops will work wonders for me
- This workshop was quite open and interesting. More of this kind will help us grow.
- I think these workshops should be set up on a regular basis. They are very informative and give us a chance to exchange ideas together as part of the system
- This kind of workshop gave me a chance to learn many things. More please.
- Needs for workshops of this kind at least three times in the year. It would help me learn how to make my branch library more active and effective.
- It was very informative, very explicit, and practical. It was good to build on our best qualities. It provide much food for thought.
- Very interesting. It has encouraged me to try to make very significant changes in my library.
- The workshop was quite interesting and informative. I learned how to go about developing myself, as well as my library programme.
- How to reach my users and how to make my library be more friendly (homey) to them.
- Generally the workshop was interesting. It taught us so many things that are relevant to our work. Things that we have never discussed here before to my knowledge.
- The workshop was excellent. I enjoyed the way Mr. Brown presented the material, and also the way he handled people who were rude, noisy or un-participative.
- Workshops like this are places where we can learn how to try ideas and work together to develop a good relationship.
- It was a very interesting workshop. I learned a lot and am willing to throw out the negatives and move on to higher grounds with positive and new ideas. I want to comply with the changing world, vast development and to give quality service to the public, by giving my best.
- We need more workshops like this to bring the library towards the year 2000 and beyond. It was very interesting, and I am sure to practise what I have learned. I will try to do my best to create an environment whereby the users can feel at home in the library.
- All in all the workshop was very educational and it gave me some new and positive attitudes towards library and information work.
- More workshops, togetherness, and interesting ways to promote our libraries. My experiences today have been very educational, and I would be happy to take part in more when they are organised.
- More of these workshops will work wonders for us as individuals ... even for some of us who have been in the service for many years.
- Thanks. Somebody did a lot of work to try to make this a fine day for all of us.

Appendix 12

Monchy R. C. Combined School
Staff Meeting Discussion Agenda
03 December 1997 3:00 p.m.

Principal: Mrs. Jane Jacob Jean
Presenters: Gerald R. Brown, OCOD Researcher
Angella Emmanuel, Library Assistant, Monchy Branch Library

Agenda:

1. Introduction

2. Reading and Language Development
   - .1 Picture reading
   - .2 Reading aloud to children
   - .3 Discussing what we read
   - .4 Choosing books to read - the Five Finger rule
   - .5 Making Books from other books
   - .6 Using magazines, e.g. Highlights

3. Doing "Research"
   - .1 Collecting information
   - .2 Big Six Process (sheet)
   - .3 Time on task
   - .4 Group work

4. Using the Branch Library (brochure)
   - .1 Appointments
   - .2 Planning ahead
     - .1 Clarity of Project e.g. Big Six Task 1
     - .2 Selection of Material
     - .3 Cooperative teaching
   - .3 Access when the library is closed

5. Questions and Answers

Appendix 13

DISPLAY AND EXHIBIT PRODUCTION
Workshop for Public Library Staff
Castries, St. Lucia

Wednesday, 10 December 1997

Objectives:
1. To understand the purposes and principles of displays and exhibits
2. To be aware of sources of information for displays and exhibits
3. To work through the task of planning and designing a display or exhibit.

Agenda:

1. What is the task ?
1.1 Definitions & Clarifications
1.2 Purposes of Displays and Exhibits
.1 In-house
.2 External

2. Tools to do the work
2.1 Information
2.2 Participants
2.3 Time lines
2.4 Physical items

3. Principles of Design
3.1 Organizational Information
3.2 Qualities of Good Bulletin Boards
3.3 Qualities of Good Displays

4. Application of Understandings

5. Evaluating the Outcomes

Appendix 14

WESLEYAN HOLINESS CHURCH
Castries, St. Lucia, West Indies

FRIDAY NIGHT YOUTH GR0UP DISCUSSION SUMMARY

December 1997
FACILITATOR: Gerald R. Brown 2 1/2 hours

Brainstorming & Classifying Issues and Concerns for Youth in St. Lucia
{All ideas were accepted. All members had opportunity to participate.}

1. Love, Aspects of ... and Relationships
   - Singleness
   - Loneliness
   - Dating
   - Love and the Opposite Sex
   - Dealing with Hatred, Prejudice or Bias
   - People We Love
   - How to Develop the Qualities of Being a Good Husband, Wife, Friend
   - Learning to Love People Who Make it Hard to Love Them
   - Broken Relationships
   - Christianity and Youth
   - Sex Education
   - Friendship
   - Love of God
   - Forgiving Yourself First, The Others

2. Learning to Overcome
   - Dealing with Broken Homes
   - Dealing With a Wounded Heart
   - Peer Pressure
   - Maturing and Maturity
   - Dealing with Stress
   - Father Figures - Where Are They ?
   - Teenagers Getting Pregnant
   - Sex Education
   - Learning to Overcome Life's Afflictions
   - Forgiving Yourself First, Then Others
   - Adoption
   - Getting Rid of Bullies
   - Counseling
   - Juvenile Delinquency
   - Discouragement

more ..2

3. God's Plan for Our Lives
   - Knowing that We can Fall, but that God Can Pick Us Up Again
   - Loneliness
   - The Loneliness of Being Different
   - Virtue and Honour
   - Depression
   - Letting Go, and Letting God Take Over, Even When You Blame Yourself
   - Being More Like Him
   - Ways to Reach the Lost at Any Cost
   - Christianity and Youth
   - God's Plan for me as a Christian
   - The Importance of God's Will
   - Love of God
   - Getting the Best from Youth by Making Smart Decisions - How ?
   - Peace and War

4. Our Body, the Temple of God
   - Dealing with Diseases
   - Dealing with Divorce
   - Dealing with Hatred
   - Crime and Prostitution
   - Maturing and Maturity
   - Keeping Fit and Healthy
   - HIV / AIDS
   - Dealing with Stress
   - Suicide
   - Rape and Abortion
   - Sex Education
   - Food
   - The Occult, Drugs and Violence
   - Helping Children Get A Better Education

5. Worldly Influences and Distractions
   - Crime and Prostitution
   - Getting Rid of Pride and Arrogance
   - Gambling
   - The Loneliness of Being Different
   - Teenagers Getting Pregnant
   - Temptation and Frustration
   - Suicide
   - Fear
   - The Occult, Drugs and Violence
   - Satanism
   - Jealousy

more 3

6. Living in God's Image
   - Crime and Prostitution
   - Maturing and Maturity
   - How to Develop the Qualities of Being a Good Husband, Wife, Friend
   - Virtue and Honour
   - Learning to Overcome Life's Afflictions
   - Career Talk
   - How Someone Can Improve on Their Talent
   - The Occult, Drugs and Violence
   - Getting the Best from Youth by Making Smart Decisions. How ?

****

If at first you don't succeed,
Try, and try again ....
Each time another way!

Appendix 15

READING RESEARCH PROJECT

To: Dr. London, World Bank Researcher
St. Lucia Ministry of Education

p. 1 of 3
November 1997

From : Gerald R. Brown, OCOD Researcher
St. Lucia Ministry of Education

Helen Buckley, Lecturer
SALCC

Objectives:

1. To assess the current state of reading in St. Lucia
2. To recommend strategies to increase reading across the total population
3. To encourage appropriate materials acquisitions and production for the purpose of enriching all reading related activities in a bilingual country
4. To promote the utilisation of libraries to access print and electronic format materials by all facets of the community.

RATIONALE:

1. There is a general public perception that reading is not nurtured in this culture.
2. Observations by many teachers that their students cannot read are often heard.
3. There is a notable awareness that the lack of reading skills, esp. comprehension, analysis and synthesis, frequently hamper students on standardised exams.
4. Many citizens have a concern that the electronic technology may cause reading levels to drop substantially.
5. The private sector has noted that their employees frequently do not have the reading skills necessary to handle their responsibilities, especially at entry level positions.
6. Individuals incarcerated in St. Lucia prison facilities need assistance in reading and communication skills development as an integral part of their rehabilitation.
7. If St. Lucia is to hold its place in the new information age, it is imperative that its citizens have efficient and effective reading skills.
8. The love of reading is an art and a hobby for many people which could be shared across a wider population.

METHODOLOGY:

Under the direction of the Ministry of Education, Planning Unit, the following research components of the Reading Research Project should be co-ordinated.

Reading Research Project continued p. 2 of 3

1. Review of the current literature and documentation on the status of reading and communication processes in
   1. St. Lucia, and
   2. the Caribbean region

2. Collection, assessment and analysis of current reading ability levels of St. Lucia students

3. Collection, assessment and analysis of current reading ability of St. Lucia adults, with the sample drawn from current census data on socio-economic conditions, first language information, age of population factors, etc.

4. Review of the current literature and documentation on methods of teaching reading currently used in the St. Lucian educational system at Pre-School, Elementary, Secondary and Tertiary levels.

5. Review of past and present documentation on the status of adult literacy in St. Lucia using such sources as library registration and circulation, books sold in bookstores, publications from the local printers, etc.

6. Development and implementation of an attitudinal survey instrument for a random sample of the motivation for reading (literate, aliterate, non-readers) of teenagers (ages 13-19) who are no longer in the formal school system, and correlate this information with the OERU research related to "Learner Attitudes to Schooling.".

7. Determine the factors which influence reading achievement, using such approaches as:
   .1 analysis of the results data on Common Entrance Examinations and Middle School Examinations
   .2 identifying the qualities of role models who have influenced reading habits of young people
   .3 determine what access to library resources would be necessary to encourage individuals to read more widely
   .4 determine methods for effective use of a wide range of reading and library materials in schools
   .5 identify the influence access to the electronic technologies, including television and computer programmes and access to the Internet have had on the reading habits of the citizens (both children and adults)

8. Identify the training programmes for the development of reading skills currently in use in St. Lucian institutions, such as:
   .1 CAMDU Reading and Language Arts Specialists
   .2 Sir Arthur Lewis Community College Arts, Science and General Studies Tertiary Students in Reading, language Arts and Communication Tutors
   .3 SALCC Counselling Centre
   .4 SALCC Teacher Education Division

more >

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Reading Research Project continued p. 3 of 3

8. Indentify the training programmes .....

.5 Pre-School Teacher Training programmes
.6 Private tutors, private schools, etc.
.7 Action research that is being undertaken in the schools

RESOURCES

1. The Planning Unit should be responsible for co-ordinating and supervising the Research Team in this project.
2. Researchers involved in all or part of the project must have demonstrated their capacity for quality and thorough research in previous undertakings.
3. Expertise on the Research Team in the areas of adult education, literacy, reading, language arts and/or communication arts would be a distinct asset.
4. Demonstrated ability to supervise the tabulation of data and its analysis is a requirement.
5. Demonstrated ability to develop both theoretical and practical strategies for action and implementation at various levels in the system is important.
6. The final report will be presented by the Head of the Planning Unit and the Head of the Research Team to the Chief Education Officer and the Permanent Secretary, and the researchers and writers will be prepared to make themselves available to answer questions related to the report on request.
7. Access to all records of the Ministry of Education and its various departments, related to this project should be made readily and easily accessible to the researchers
8. Secretarial support shall be provided to the researchers as needed.
9. Researchers should be given freedom to visit all schools and classrooms as the need arises, following appropriate appointments with the principals

TIME FRAME:

1. Application for funding for this project should be undertaken as soon as possible.
2. Selection of the Research Team should be completed within three (3)months of the receipt of assurance of funding.
3. The project should be conducted over a two (2) year period, with various parts of the research going on simultaneously with more than one researcher undertaking data collection. The dates should be set in such a way as to have access to the results for at least two consecutive years standardised examination results.
4. The final report should be in the hands of the Chief Education Officer no later than thirty (30)months after the initiation of the Research Team by the Planning Unit.

Appendix 16

THEMATIC ANALYSIS OF FICTION MATERIALS FOR YOUTH

Young people become better readers as they find materials that are related to their current interests. Fiction materials provide them with many approaches to real life. They can see how other people have solved personal problems, dealt with crises, and aspired to new heights.

In order for Youth to be able to access the fiction collection effectively, they need a responsive Reading Advisor working at the Information Desk who is knowledgeable about the Fiction Collection, who is approachable, and who is able to interact with them on a personal basis. In addition, they need some physical tools that analyze the collection according to themes, genre and literary elements. At the present time there are no such tools available in the Central or Branch libraries. The current public catalogue (either in card, or automated format) is not being prepared to address this issue.

A Task Force of all Central Library staff who work in the Youth Department needs to be formed to undertake a thematic analysis of fiction materials currently (and newly acquired) in the collection. As time and distance permit, Branch Library personnel should be invited to participate in this activity.

The first activity of the voluntary Task Force would be a review of the field of children's and young adult literature to clarify definitions of the various types of literature, the literary elements (theme, plot, characterization, setting) and the style or conventions common in the writing.

With this common background framework, then it would be possible to examine each item of the current collection and record relevant information about it. A simple card form could be used initially. [It might be possible to enter this data into the computer at some foreseeable future date]

1. Decisions about the type of literature, literary element(s), and style or conventions could be recorded on the verso of the title page and/or near to the Cataloguing-In-Print information. This is done so that users would have a quick means of seeing what the title is about before they borrow it.

2. Analysis would be entered on a standard catalogue card, with enough citation to find the materials

HORSES - STORIES
I
FIC Sewell, Anna
Sew *Black Beauty*

3. More than one card could be prepared for each title. Many books might need at least three or four cards.

4. When the project is nearing completing come thematic bibliographies could be prepared and related exhibits set up for promotional purposes. Copies of the bibliographies would be made available to Branch and School Libraries in quantity on request.

5. The completed thematic bibliographies would be stored in a binder at the Help Desk or Information Desk for Youth readers to consult.

6. Volunteers from the community, and especially from the Duke of Edinburgh Projects could provide valuable assistance in this project. However, it is very important that the Youth Department Staff be thoroughly familiar with all the Fiction titles in the collection so they can provide a proper Reader Advisory service.

7. The culmination of the project (which will never be finished, as new books are always being added) should be crowned with a media celebration, emphasizing the new access to children's and young adult literature, increased readership, evolving services, and the work of volunteers in the project.

8. As the library automation system evolves, it should be possible to include the data generated from this project as part of the regular patron access information. It is recommended that these options be investigated early on to ensure that sufficient data is being generated.

Appendix 17

Automated Database for Periodical Index Files

The Central Library has an important and valuable collection of local, regional and international periodicals. These have been accumulated over many years, and are generally available to the pubic on request.

For some of the current titles, a commercial index *Reader's Guide to Periodical Literature* is available in the Reference and Information Services Department. For the majority of the local titles, the library staff have generated a card index by hand. The information in this file is invaluable for tracing information about St Lucia. This index is also used by the Reference & Information Services Staff. It is not accessible to the public.

With the advent of computers, it is now possible to transfer these card records into a machine readable data base which can be manipulated in many ways to get ever increasing amounts of information.

It is therefore recommended that the Administrative Team designate personnel in the Periodicals Unit, and other support clerical staff as necessary to initiate this project.
The scope of the project is:

1. A template for the standardised entry of data for the project needs to be created. If this can be done easily with the existing Unison Computer Programme, it should be done immediately. If it cannot be integrated into that database, then an alternative route should be taken which can later be integrated into the Intranet for the system.
2. All staff who will be entering data into the template need to be trained on how to do the data entry completely and accurately
3. One staff member should be assigned responsibility for the project and for both the speed and the accuracy of the data entered
4. The Index should be entered into a database on one of the computers, with appropriate back up files. The Periodical Unit staff will continue to do the indexing manually, and will provide the data for file updating on a monthly basis.

5. The Index should be printed out in proper citation format, and place in a binder FOR PUBLIC USE in both the Periodicals Unit and the Reference & Information Services Unit. This print out should be updated on a bi-monthly basis.
6. The Index should be printed and distributed to all Branches, Secondary Schools, and related information service agencies on an annual basis.
7. The Reference & Information Services staff will be prepared to instruct students on the proper use of the Index, and regularly refer clients to it.
8. A media event should be planned to introduce the Index to the public, with emphasis on access to local resources, impact of automation, and evolving services.

To assist in initiating this project, it is recommended that the Chief Librarian (or designate) contact Mrs. Gene Walters, Regional Co-ordinator, OCOD Regional Resource Centre to inquire if there is a CIDA-OCOD Student Intern Volunteer who might be available

- to work with the PLIS staff to set up the templates and database protocols
- to assist in training and supervising staff trainees in data entry and file maintenance
- to train staff on how to manipulate the database to produce the various kinds of printouts that might be desirable
- to assist with the development of the final printout products, and the preparation of binders for distribution and public use

If there is no Student Intern Volunteer currently available, consideration should be given to

- contracting with Phoenix Systems (or other appropriate body) to develop the project as outlined above
- applying to OCOD for a Student Intern or OCOD Volunteer to assist with such a project over the summer or in the fall term
- contract to have a member of the Periodicals Unit trained, with this specific project in mind
- consider undertaking this project as part of the OCOD Reference Services Phase II project in the spring of 1998.

Items that need to be considered when Costs are calculated:

Trainer, OCOD Volunteer or Contracted	$_____
Staff Workers	Internal transfer
Equipment & Supplies	
Computer	Internal transfer
Printer	Network existing
Diskettes	Stock
Paper for Print Outs	Stock
Bulk Printing Services	$ _____
Binders	$ _____
Labels	$ _____

Evaluation:

Measure the increased use in the Periodicals Collection
Interview clients who have used the service.

Appendix 18

INVENTORY / STOCK TAKING RECORD FORMATS

At present the statistical files used to record the collection holdings in the Branch Libraries seem to be incomplete and scattered. There could be standardized into one form in the Handbook of Operations. This data should be compiled annually. Copies of these records should be combined with other statistical material that is submitted to Central Office on a regular basis.

The current section in the Handbook under "Stocktaking" appears to be quite logical. The following information should be standardized also.

BRANCH LIBRARY HOLDINGS FOR THE YEAR _____

1. Number of titles in the collection
   - Fiction, Children and Young Adults _____
   - Fiction, Adult..... _____
   - Non-Fiction, Children & Young Adults _____
   - Non-Fiction, Adult ..... _____
   - Reserved / Non-circulating ..... _____
   - Reference Books..... _____
   - Other ..... _____

   Total _____

2. Number of items added this year
   - From Central Library ..... _____
   - By Donations.\ ..... _____
   - From local purchasing ..... _____

   Total _____

3. Add totals for Nos. 1 & 2 ..... _____

4. No. of items weeded for the year ..... Total _____

5. Subtract total No. 4 from No. 3 above ..... _____

6. No. of items lost, misplaced or stolen for the year ..... Total _____

7. Subtract total No. 6 from No. 5 above ..... _____

8. Number of periodicals received on a regular basis .. _____

This final total should account for the number of titles on the shelf at the time of the annual inventory or stock taking. A list of only the missing items, as is currently required, should still be generated with a copy filed at the Branch and a second one at the Central Library with the Branch Librarian.

All documentation should be dated with the date in which it was completed and submitted.

Appendix 19

.PROGRAMME STATISTICS REPORT (Draft Sample)

It is important to have some statistical record of the programmes that are offered during the year. While statistics do not tell the whole picture, they can provide the beginning stages for an awareness of the activities that need to be undertaken during the calendar year.

PROGRAMME STATISTICS -FOR THE YEAR _____
(All figures are for the immediate past calendar year)

1. Number of registered users
   Children & Young Adults ..... _____
   Adults ..... _____

2. Average monthly circulation
   (As per cumulative sheets submitted now) _____

3. Hours per week the library is open to the public _____

4. Number of school orientation tours conducted.... _____

5. Number of visits to school for staff meetings .... _____

6. Number of presentations to community groups
   other than school classes ..... _____

7. Number of storyhours presented..... _____

8. Number of exhibits or displays prepared ..... _____

9. Number of bibliographies prepared and distributed
   to schools and the community this year..... _____

10. Number of student assistants trained this year
    who continued to volunteer over at least
    a six month period ..... _____

11. Number of adult volunteers trained this year
    who continued to volunteer over at least
    a six month period ..... _____

Appendix 20

PERIODICALS UNIT: STRATEGIES FOR PROMOTION

After discussion with the Central Library Periodical Unit staff and Branch Librarians the following suggestions were developed.

1. Prepare an automated database for the current index of *The Voice* and other local newspapers. (See appendix 17)

2. Prepare a Serials Holding Record for all back issues of periodicals now held in storage both in the library proper, and in storage. Ensure that the format for the record is machine readable, and that it is in a format appropriate to the National Serials Holding Project current in progress.

3. Prepare a poster on "How to Use the Periodicals Collection", and display same in the Periodicals Unit, Reference & Information Services Unit, Youth Department and Adult Reading area.
   Ensure that a small version of this documentation appears in the Handbook of Operations.

4. Prepare a poster on "How to Use the Reader's Guide to Periodical Literature".
   Ensure that it is posted in both the Periodicals Unit and in the Reference & Information Service Unit

5. Prepare a handout containing the information in items 3 & 4 above for clients to use and take with them.
   Make copies of this material available to all Secondary School Librarians and teachers in quantity on request

6. Prepare routing slips for all periodicals routed to the Administrative Team to encourage return of these items to the Periodicals Unit on a regular basis.

7. Re-assess the current collection to determine which titles are discontinued and therefore should be weeded, or clipped for the Information File in the Reference & Information Services Unit.

8. Recommend titles to the Selection Committee for future consideration, and especially in the area of young adult readership.

Appendix 21

RE-STRUCTURING THE CHILDREN'S DEPARTMENT TO YOUTH SERVICES

Observation in the Children's Department, and discussion with the supervisors and staff have lead the Research to propose the following for consideration.

1. The term "Children's Department" appears to be a misnomer. The staff indicate that they provide services to all under the age of 18 years. Closer examination would indicate that there are few clients between the ages of 12 and 18 that use the area. One notes that the collection has relatively little that would be of use to the older age group except the encyclopedias. There is relatively no young adult fiction available in the unit. At the same time, Reference & Information Services is frequently so over crowded with Young adults that there is scarcely a place for the adult population to sit or work. Most adults retreat to the Adult Reading Area where there is no library staff available to help them.

Therefore, it is suggested that the name of the unit be changed to Youth Services and that the focus of service be re-directed to serve all clients in this age range. This would mean a collection development initiative to respond to the needs of readers in the age group 13 - 18. Similarly, it would mean a re-orientation programme for the staff working in the unit to allow them to become familiar with the needs, activities and attitudes of this age group.

It is further suggested that consideration be given to developing a Young Adult Services unit as the programme grows and draws more teenagers to it, rather than just as a social meeting place.

2. The installation of a security system in the total library at the earliest opportunity needs to be undertaken. This will facilitate some of the other changes which are contemplated. [One upgrading does not need to wait for the security system.]

3. A long range implementation plan for the application of computerized membership records and circulation services needs to be developed immediately, with timelines determined and personnel identified with the responsibilities.

4. The "Lapsed Membership" files should be removed from the area, and preferably destroyed. As members renew they should be entered into the new computerized database. These old records have little value any more.

5. The "Delinquent Circulation Files" should be removed for all years prior to 1997.

6. An Amnesty Fortnight with plenty of media publicity, should be undertaken as soon as possible to attempt to retrieve materials prior to 1998. This could be coupled with the announcement of the computerized circulation system.

7. The "Lost Files" for all years prior to January 1997 should be removed. Since a new inventory is being undertaken, it will show the records for the materials which are on hand, and which should be entered into the database. Records for the "Lost" items should be revised accordingly.

8. Recommendations should be brought forward to the Selection Committee for appropriate magazines for the new Youth Services. Back issues of these titles should be kept in the area for regular reading by the clients.

The addition of teh Highlights for Children magazine as a feature should be addressed, with quantities available for distribution to members on a monthly basis as long as the supply lasts for clients to take home to read and enjoy. An appropriate press release on this matter involving the Archbishop, his staff, the Ministry and OCOD has already been submitted to the media. The Administrative Team should check to see if additional shipping containers have arrived with subsequent issues, and should make every effort to obtain and distribute copies in quantity to all Branches.

Issues of such titles as the following found in Periodicals Unit, whether they are indexed or not, should be returned to the Youth Department, and used by clients until they are no longer valuable. They should not be stored for long period of time, nor should they be bound. They should be used until they wear out, and only then clipped for any remaining articles which might still be appropriate for an Information File. Youth will enjoy reading these back issues too:

Boy's Life
Highlights for Children
Jack and Jill
National Geographic World

The Look and Learn bound issues should be re-addressed. This should be single issues for use by children unit it/they wear out. It is not a reference item.

9. The current physical facilities arrangement for the Reference Staff must be re-organized.

9.1 The staff desk needs to be located centrally and near the circulation area. It should be marked HELP DESK, and *must be staffed by personnel who are willing and able to*

- *help students learn how to find information in the library and collection as independent learners.*
- *answer specific reference questions as posed by the clients*
- *contact schools in the service area to arrange regular orientation tours for all students in Standards III, IV, & V during the next full calendar year*
- *initiate opportunities to plan with teachers for school projects, both as follow up, and as independent of the orientation tours*
- *identify when there are groups of clients who need additional skill development in order to complete their projects.*
- *provide a quality Readers' Advisory Service to all clients*
- *carry on a regular story-hour programme for pre-school children*
- *implement a Saturday morning story-hour programme for older children*

- facilitate book discussion activities with older youth

9.2 The regular non-fiction materials now housed in the Reference Area should be re-shelved into the proper Dewey classification order in the regular collection. The fact that they have a red dot indicates that they are non-circulating. If necessary a slip can be printed and placed in the book pocket to indicate that this item is not to be taken from the premises.

9.3 The encyclopedia collection should be shifted so that it can be used by all clients with or without library staff assistance. Only the newest edition of each title should be marked non-circulating. All others should be for regular loan.

9.4 Uncatalogued / unclassified materials should either be weeded or added to the collection in the proper manner.

9.5 Materials now located in the locked cupboard, and labelled "PT" for parent's collection should be integrated into the regular collection, with revised spine labels. If the circulation for these items needs to be restricted, then use the red dot system. Above all, the wire door and lock should go immediately.

A bibliography of these materials might be useful for future reference when programmes are initiated by the Youth Unit to work with parents on how to help their children become better readers and library users.

9.6 Some re-organization of the shelving will be necessary to accommodate the re-shelving of materials.

- shelves should be placed in front of the east door, which would then be closed
- shelving should be placed in the nooks, close to or under the windows on the north wall to make more floor space available
- shelving from the former reference area could be used as room dividers as needed as long as the logical traffic patterns are respected.

9.7 A section of shelving should be provided in the Circulation Desk area for storage of materials and files which are imperative for the HELP DESK operation. Short term reserve collections could be housed here.

10. Filing cabinets for use by the HELP DESK staff should be re-located close to their desk, for storage of personal and work materials and files.

11. If an Information File is created for use in the Youth Services Unit, it must be located so that the clients can be taught how to use it regularly and independently.

11.1 The current vertical file cabinets need to be examined. Sort and remove outdated and/or irrelevant materials from all the drawers

11.2 Set up a procedure for one staff member to regularly clip or otherwise acquire appropriate materials for public use.

11.3 Re-label the cabinet as the INFORMATION FILE.

11.4 Train and assist students to use these files as they would any other materials in the collection

11.5 Advertise the INFORMATION FILE with clear labels and signs, as well as

in regular library publicity brochures

11.6 Establish one section for materials that is uniquely St. Lucian and appropriate for use by youth. More in-depth treatments should be found in the regular Reference & Information Services Department
Consider clipping one issue of the Tropical Traveller on a regular basis for these files.

11.7 Sort the "Summer Programme Materials" to provide
- one complete set for Reference & Information Services Department
- one compete set catalogued and shelved in Youth Unit as regular material for circulation
- distribution to Branch Libraries according to need. A memo listing the complete titles in the series should be circulated, and the Branch staff invited to request copies (first come, first served), and these materials should be classified before they are distributed.

In future when such projects produce learning materials, it is suggested that once they fulfilled their original mandate, the surplus should be offered to the various units. If copies still abound, they should be offered to school collections.

12. Exhibits and displays must be mounted on a regular basis, and should be changed every two (2) weeks. These should include

- thematic fiction exhibits
- non-fiction tropical exhibits
- important national and international holiday exhibits
- new materials displays
- new tools and how to use them e.g. periodical index

13. General decor of the room needs attention

13.1 Negative rules signs should be removed, and replaced with one sign outlining the conditions of use - in positive terms where possible.
e.g. Respect the privacy of others
Food and drink are to be consumed outside the library
Work quietly on your own project
Observe quiet in study spaces
Return materials promptly for others to use them too.

13.2 Signage is currently incomplete. Sections need both the Dewey number and the matching name on the wall or pillar above the shelving.

13.3 The large picture on the south wall needs to be hung properly. In addition there needs to be some indication of who the personage is, and why he is important to the library and community.

13.4 What is the purpose of the two large wall mounts beside the large picture ? Could they be used to hang either banners or wall hangings that promote

reading or some aspect of local culture ? Could a Friends of the Library group be encouraged to make a variety of wall hangings that could be used both here and elsewhere in the library on a rotating basis according to both the season and the topic.

13.5 Signs and pictures need to be placed to give a welcoming atmosphere immediately on entrance to this section of the library. They should also be age appropriate.

14. While the physical transition needs to be affected quickly, appropriate training and discussion with all staff involved needs to be carefully managed to establish a proper *attitude shift* to accommodate the changes. A significant change of focus to the services in the unit are reflected in these recommendations.